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ABSTRACT

This guide has been designed to assist the middle grades (5-8) physical educator in planning and providing Georgia students with meaningful activities to prepare them for physically active, healthy lives. Designed to provide middle grades physical education teachers with a framework for local curriculum development, this guide is available for the teacher to expand, constrict, adapt, and use in designing meaningful learning experiences for students. Chapter 1 provides an introduction to the manual, and the second chapter discusses characteristics of the transescent youth and physical education. The third chapter describes Georgia laws, policies, and standards. Chapter 4 (the longest chapter) discusses the instructional program, by outlining the framework for units of instruction and offering descriptions of 10 different physical education units. The fifth chapter provides information on conducting the instructional program, and chapter 6 offers class organization and management information. Chapters 7 and 8 respectively talk about measurement and evaluation, and extended programs. Nine appendices supply such things as a film list, an accident report form, and a content area/skill match-up chart. (JMK)

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Middle Grades Physical Education Grades 5-8

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Foreword

The average work week has been reduced to the extent that some workers spend more time in avocational pursuits than on their jobs. As a result the concept of leisure has changed in today's technological society.

There is a need for formal schooling to teach the skills for wise use of leisure time. Educators face the task in teaching individuals the skills and knowledge that enable them to be physically active and mentally fit throughout life.

This guide has been designed to assist the middle grades physical educator in planning and in providing Georgia students with meaningful activities to prepare them for physically active, healthy lives.

Charles McDaniel
State Superintendent of Schools

Acknowledgments

This guide was planned and written by a committee of Georgia physical education directors and middle grades physical education instructors.

The committee worked with great dedication and a sense of pride. The Georgia Department of Education Office of Instructional Services staff wishes to express our thanks to committee members who participated in the writing of the guide.

Dr. Billy Gober
Linda Jones
Bob Moore
Gladys Peck
Joan Powell
Mike Tenoschok

Preface

This guide is designed to provide middle grades physical education teachers with a framework for local curriculum development. The instructional program will need to be adapted to existing local facilities, equipment, climate, student needs, abilities and interests and to the philosophy of the school system.

Staff development for teachers will be very important in the introduction of this proposed course of study and teachers are encouraged to spend the time needed to establish a well-rounded program. This guide does not limit the innovative and creative teacher, nor was it designed to include all activities appropriate for middle school students.

The material is available for the physical educator to expand, constrict, adapt and use in designing meaningful learning experiences for students.

Lucille G. Jordan
Associate State Superintendent of Schools

R. Scott Bradshaw, Director
Division of Curriculum Services

East Cobb Middle School, Cobb County

Chapter I

Introduction

History of the Middle School Movement

The middle school as we know it today began as an outgrowth of the junior high school organized during the period 1890-1920. Lack of standardization of secondary school programs caused difficulty for college admission procedures by 1980. As a result, action was taken to insure better college preparation. In 1888 Harvard president Charles Eliot headed a committee to extend secondary school downward by two years to improve preparatory procedures. This in effect, would add two years to secondary education at the expense of elementary education by including grades 7-12 (Brimm).

Some groups, however, objected to making secondary education exclusively college preparatory. Representatives from labor, industry and agriculture requested that programs provide the labor market with skilled people upon completion of high school. In 1907 the National Society for the Promotion of Industrial Education was organized to defend the interests of those desiring something more than college preparation. By 1918 the Commission on Reorganization of Secondary Education recommended a separate junior high school with an instructional program organized to satisfy both vocational and college preparatory groups. In this system college prep areas were to dominate in a broad exploratory manner. But the fine and practical arts were introduced, thereby laying the foundation for the modern junior high school (Brimm).

In addition to College preparation, change was encouraged for other reasons. One was to provide a revised and enriched curriculum to curtail the high dropout occurrence under the old system. Many contended that the great gap between elementary school and secondary school (philosophy, curriculum, organization) was the main reason for the high dropout rate. Therefore, a change was needed to bridge the gap (Lounsbury, p.16.)

It was also recognized (as a result of G. Stanley Hall, 1903) that this was a crucial time in a student's education and a specially designed school was needed. Educators also began to realize the need to provide for the individual differences in students. These developments added impetus to the ad-vancement of the junior high movement (Lounsbury, p.17).

Serious threats to the success of the junior high system began to develop shortly after its establishment. Since the new school was considered a part of secondary education, a larger percentage of secondary teachers was used. As a result of the imbalance, the program developed characteristics of the senior high school. Consequently the college preparatory function dominated the transitional function of the junior high school (Brimm). By adopting a content emphasis, the broad exploratory function was replaced by a preparatory function, as the junior high program assumed many characteristics of a miniature senior high school, including complex departmentalization, rigid scheduling and interscholastic athletics (Kindred, et.al. p.3).

This organization of the junior high school proved unsatisfactory to educators who wanted to meet the needs of the children. This dissatisfaction, combined with new educational ideals and values, new developments in learning theory, innovations in methods and materials and changes in society, helped promote the middle school movement (loc. cit. p.3-9). The current concept of the middle school began developing in the late 1950s (ibid). During the early 1960s a popular alternative to the junior high school emerged — the middle school. The term middle school was revived, as it had been used in Europe and in some

American private schools (Lounsbury, p.19). By 1963 the common organizational patterns of today could be recognized (Kindred, et.al. p.2).

In a study in 1965, approximately 500 middle schools were identified. This number expanded to over 2,000 by 1970 and 4,000 by 1974 (Parker, 1980).

Rationale

The rationale supporting the middle school philosophy is based upon one or more of the following factors.

1. Concern for academic excellence.
2. Concern for the special needs of pre-adolescents and adolescents.
3. Realization of earlier maturation in children.
4. Failure of the junior high school to meet the needs of children of this age.
5. Appropriate placement of grades five through nine in the educational system.

It is imperative that prescription rather than tradition dictate the organizational guidelines that will provide for the special needs of these students. It was with this in mind that the middle school was organized. The middle school program must be accorded a status of its own, independent of elementary and secondary programs, to properly serve the needs of the middle school child.

Philosphy of the Middle School

The middle school is a student-centered institution where individual differences are taken into account in physical, social and intellectual experiences. The four main goals of a middle school include

1. individual instruction,
2. exploration,
3. transition,
4. maintenance of a positive learning environment.

Instruction should be guided by these goals in facilitating learning, personal development and social understanding.

Individual instruction provides for individual needs and differences through appropriate strategies at various educational levels. Personalized procedures help students achieve basic goals.

Exploration is vital to the middle school student. It is an opportunity to gain self-understanding. Through exploratory experiences students can acquire insight into their potential and new skills to assist them in future vocations and in use of leisure time.

The middle school provides a transition from the elementary to the secondary school level. Its programming and activities should reflect awareness that the sixth year is very similar to the upper elementary program and the eighth year to the secondary school, with the seventh having elements of both.

A learning and growing environment specifically structured for the transescent is a basic goal of the middle school. Teachers and administrators aware of the needs of children of this age can give the warmth and understanding necessary for student growth. Structure and consistent discipline will aid in the development of decision-making skills as the student progresses from external control of behavior to self-control and self-directed learning.

Philosophy of Physical Education in the Middle Grades

Middle grades physical education students should be exposed to the widest possible variety of sports, skills and activities so that they may refine their interests and choose those that suit their personal abilities and needs. The program should offer something for everyone by placing the emphasis on total participation rather than on the development of the gifted athlete.

Program content should reflect a transition from elementary to secondary school, reserving specialization for the high school program or intramurals. The middle grades program is primarily exploratory.

The program should have a philosophy and goals consistent with the middle school concept. Each activity, in addition to having specific instructional objectives, should facilitate skills, understanding and individual success.

Program Objectives

1. To provide activities facilitating the total development of the middle school student (physical, social, mental).
2. To aid in development of a positive self-concept through successful learning experiences.
3. To develop basic skills necessary to participate in a variety of physical activities.
4. To facilitate student growth and development through appropriate programming.
5. To develop skills, attitudes and knowledge necessary to appreciate the value of a variety of activities.

Implications for Physical Education

1. Each child should have an equal opportunity to participate in all phases of the physical education program.
2. Activities should be modified to meet the needs of the individual student.
3. Each child should experience success each day.
4. A variety of skills and activities should be introduced to each student at the appropriate time.
5. Students should be provided with the opportunity to explore their own capabilities in each activity.
6. Students should work in groups in many activities and specifically in groups of boys and girls some of the time.

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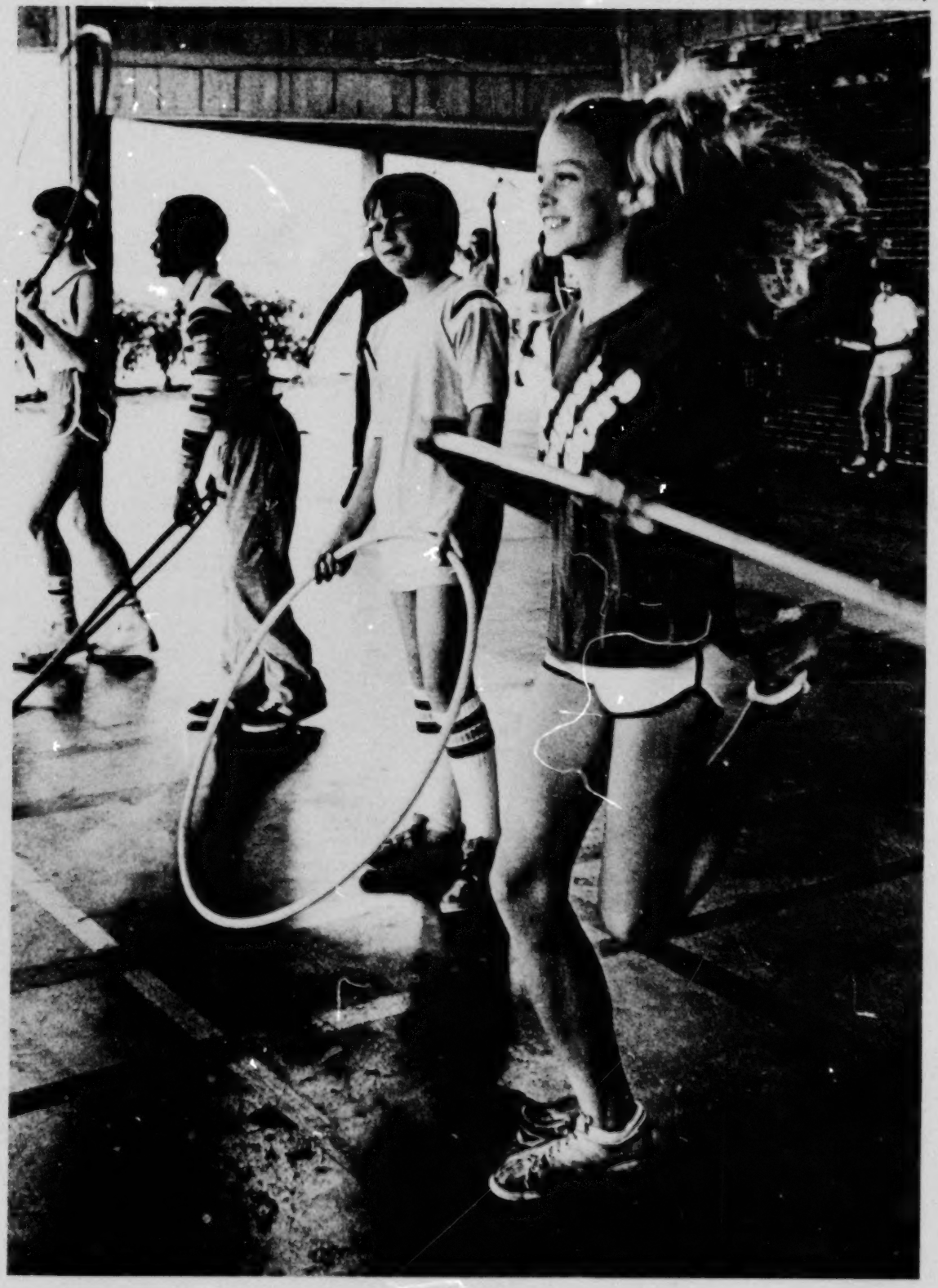
Griffin Middle School, Cobb County



Chapter II

Characteristics of the Transescent Youth and Physical Education

Physical

The term transescent has frequently been used to describe the middle school student. No longer a child but not fully adolescent, this student is somewhere in between and is experiencing dramatic and traumatic changes.

At some point during the period from sixth to eighth grades, these 10- to 14-year-olds endure perhaps the greatest period of transformation in their young lives.

Individual differences are conspicuous at this age although the growth pattern is basically similar once it begins. Bones grow rapidly, although they will not keep uniform pace with organ and muscle development. Motor performance may be temporarily affected. An acute sense of physical inadequacy often results as individuals attempt to cope with their changing bodies. They may have an "all legs" appearance until hip, chest, weight and strength development provide more appealing proportions. The growth of the nose, ears and lower jaw to adult size, accompanied by hormonal changes and the maturation of the sex glands may all contribute to feelings of awkwardness.

Girls, although they follow a similar pattern, develop approximately two years earlier than boys and reach the adult stage sooner.

Social

Various social and personality changes can be expected to accompany physical growth. The peer group assumes an important role at this time as the transescent seeks independence from the family. The desire to become a member of the group is reflected in the effort to seek approval through imitation of novelties or fads. Displays of loyalty to the group, rebellion, argumentation and defiance against parents and adult counterparts are also common. The young person is attempting to develop an understanding of the self. This process is related to student feelings about how they are perceived by other people. They want to belong and their behavior patterns may merely be an attempt to avoid insecurity in social situations.

Fluctuations in emotional behavior can be expected as the student seeks a personal identity.

Pine Mountain Middle School, Cobb County

Pine Mountain Middle School, Cobb County

The searching process is made more difficult by fear of the unknown. Many pressures are felt, especially the pressure to succeed. Success and recognition as an individual is needed. Gains in proficiency and self-control help eliminate the timidity and apprehension that hinder self-concept development.

Mental

The students, no longer dependent on the concrete, can now handle abstract concepts. Their interests, though many, are still somewhat narrow because they are only willing to learn things considered useful. Whatever seems real, whatever answers questions will attract attention. Performance, however, may be unstable because it is dependent on growth of the total individual.

This is a period of change, a stage in life that can be bizarre and confusing. It evokes feelings of alienation accompanied by extreme sensitivity to the opinions and reactions of others and a strong preoccupation with one's own body and self. It produces aggression and a need for independence, a need to find out the **what**, the **why** and the **how** of the world.

Implications for Learning

1. Activities must be structured to help students cope with their changing bodies without fear, embarrassment or feelings of inadequacy.
2. Team activities provide an opportunity for peer interaction, cooperation and a sense of belonging.
3. Careful selection and sequencing of learning experiences insure success and help develop confidence and self-concept.
4. A variety of individual, dual and team activities will serve to attract and maintain interest while providing the students with a basis for future involvement in activities they enjoy.

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East Cobb Middle School, Cobb County

Chapter III

Laws, Policies and Standards

Laws

Federal Laws

All public schools in Georgia must comply with certain laws and regulations. Those that have specific implications for physical education instructional programs follow.

Title IX

Title IX of the 1972 Education Amendments specifically prohibits discrimination against individuals based on sex. All classes, generally, are expected to be coeducational. For answers to specific questions, contact the local school Title IX coordinator.

PL 94-142

Public Law 94-142 contains rules and regulations dealing with educational programs for the handicapped. All schools are expected to comply with these regulations relative to opportunities in physical education.

State Laws

Georgia Code 32-612a (below)
Has not been funded at the time of this printing. However, when funds are made available this law will strengthen the quality of instruction in Georgia public schools.

32-612a. Allotment of elementary instructional specialists: amount of funds needed for payment of salaries of such personnel.

Annually, the State Board of Education shall allot elementary instructional specialists to local units of administration on the basis of one elementary instructional specialist per 15 instructional units in grades 1-7. The purpose of these elementary instructional specialists shall be to meet the special instructional needs of students in the arts, music and physical education provided, however, that during the fiscal year the amount of funds distributed to any local unit for this purpose shall not be in excess of the amount actually required by the local unit for payment of salaries of instructional specialists actually employed by the local unit. The amount of funds needed by a local unit to pay salaries of elementary instructional specialists shall be determined on a 10-month basis in accordance with the state minimum salary schedule provided for in section 32-656a.

Georgia Code 32-1901

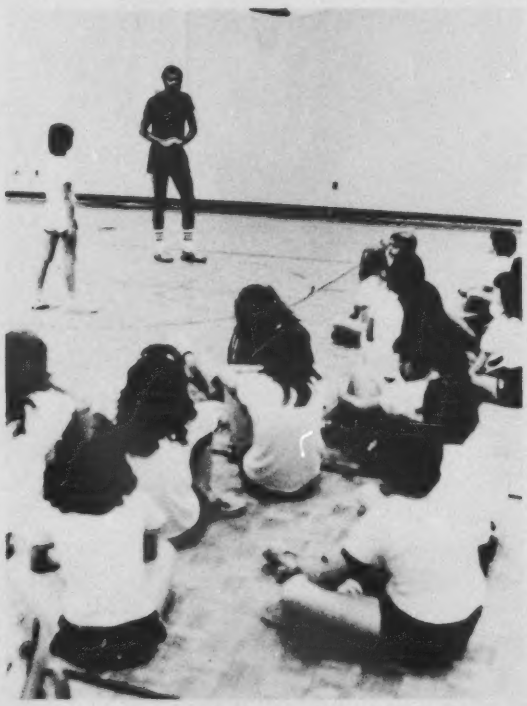
32-10-1. State Board of Education to prescribe course of study in health and physical education.

The Georgia State Board of Education shall prescribe a course of study in health and physical education for all grades and grade levels in the public school system and shall establish standards for its administration. Said course may include instruction in alcohol, smoking and health and drug abuse education and may occupy periods totaling not less than 30 minutes per day in kindergarten through grade eight or equivalent grade levels. A manual setting out the details of such courses of study shall be prepared by or approved by the State Superintendent of Schools in cooperation with the State Board of Health and State Board of Education, and such expert advisors as they may choose.

(Acts 1971, pp. 2-9, 300.)

Bob Mathis Elementary School, DeKalb County, at Stone Mountain Park

Garrett Middle School, Cobb County



Garrett Middle School, Cobb County

Policies and Standards

Georgia Board of Education Standards

Standards for Georgia Public Schools 1982 contain the following requirements.

128. The school containing any of grade kindergarten through eighth includes annually in its curriculum offerings for each student at each grade level the following subject matter areas.

English Language Arts	Health and Safety
Mathematics	Physical Education
Science	Art
Social Science	Music

Note: *Art and music need not be taught to all students at each grade level in grades five through eight but must be offered.*

138. Every student in grades kindergarten through eight receives at least 60 clock hours of instruction per school year in physical education. (Kindergartens operating less than a full day may use a proportionate amount of time. . . .Daily recess play does not meet this standard.)

Local Board of Education Policies and Standards Recommendations

Safety Policies

Local boards of education should consider written policies on how to prevent injury as well as how to protect the school system and personnel from costly litigation. Safety policies in physical education should include but not be limited to the following.

- Administrative policies on supervision in physical education, intramurals and extramurals, free play, recess and locker room should be formulated and adopted.
- Supervisory responsibility for all activities and areas should be established and this responsibility should be, recognized, by all physical education teachers.
- Adequate supervision should be provided for all activities. The number of students and the type of activity should be important factors in assignment of supervision.
- Special supervision should be provided for less qualified teachers and in-service activities for their professional growth should be undertaken.
- Supervision should be provided students in all activities related to physical education. This includes before and after school as well as during school.
- Policies, rules and regulations affecting special physical education clubs should be adequately supervised.
- The number of students enrolled in physical education classes should be manageable. If a realistic teacher pupil ratio of 25:1 exists in seated, academic classes, one could hardly expect an administrator to double this ratio in a class that involves many students in varied activities.
- Policies should be adopted defining responsibility for maintenance and repair of equipment. Provision for periodic inspections and records of the inspections should be spelled out. The inspection record should include items such as name of inspector, date of the inspection, condition of the equipment or facility, recommendations for maintenance or repair and the date and type of repairs made.
- No activity using defective equipment should be attempted and restrictive written notices should be displayed.
- Rules and regulations should be posted regarding locker rooms, showers, swimming pools, apparatus rooms, ropes, ladders, trampolines, parallel bars, springboards and track and field areas.
- Because of the severity and number of accidents in recent years a national committee developed the following guidelines to insure the safe use of trampolines and minitramps. These guidelines should facilitate the adoption of policies in this critical area.

The Use of Trampolines and Minitramps in Physical Education

(A position statement approved by the American Alliance for Health, Physical Education and Recreation)

Over the years trampoline accidents have resulted in a significant number of cases of quadriplegia. The annual frequency appears to be low yet persistent. Late in 1977, the Amercian Academy of Pediatrics took a public position that the trampoline was posing an undue risk of serious injury and therefore warned that it should not be utilized as a competitive sport nor as an activity within physical education.

Subsequently, further examination of injury patterns and the benefits justifying selective inclusion of the trampoline within a physical education program, whether in educational institutions or recreational settings, has permitted the American Alliance for Health, Physical Education and Recreation to formulate the following statement.

Risk of injury, including serious injury, accompanies many physical activities enjoyed by young persons even under the best of conditions. The vast majority of known cases of quadriplegia resulting from trampoline accidents have stemmed from improper execution of a somersault. While there is little encouragement for trampolining as an interscholastic or intercollegiate event, the use of the trampoline in physical education classes does not apparently constitute an unreasonable risk of serious injury providing that the following controls are ensured.

1. That the program is offered as an elective. No student should be required to engage in trampolining. It follows that all new participants should be helped to appreciate the risks of this activity and the measures being taken to control those risks.
2. That the program is supervised by an instructor with professional preparation in teaching trampolining. This implies that the selection of skills being taught is commensurate with the readiness of the student in a proper progressive manner, and that reminders of injury control measures are incorporated in the teaching process. By supervision is meant direct observation of the activity plus intervention capabilities when warranted.
3. That spotters be in position whenever the trampoline is being used and that all students (and teaching aides, if used) be trained by the instructor in the principles and techniques of spotting.
4. That the somersault not be permitted to be attempted in regular classes. If special opportunities exist in the physical education program for advanced students with demonstrated proficiency, the foot-to-foot somersault may be taught if the safety harness is used and if the objective clearly is not to wean the student away from the harness to execute skills involving the somersault. The safety harness must be controlled by persons trained by the instructor and capable for this task.
5. That the apparatus be locked and otherwise secured as best the facilities provide to prevent unauthorized and unsupervised use.
6. That the apparatus, be erected, inspected, and maintained in accordance with the manufacturer's recommendations.
7. That policies for emergency care be preplanned and actively understood by all affected personnel. This includes first aid competence at hand, class supervision during the initial management of the injured student, communicative accessibility to appropriate medical assistance when needed and transportation capability to appropriate medical facility when needed.
8. That participation and accident records be maintained for the trampoline and other gymnastic apparatuses and periodically be analyzed.

The minitramp, while different in nature and purpose from the trampoline, shares its association with risk of spinal cord injury from poorly executed somersaults. The best of mats do not provide substantial protection from the minitramp accident that leads to quadriplegia. As recommended for trampoline safety, the minitramp should constitute an elective activity requiring competent instruction and supervision, spotters trained for that function, emphasis on the danger of somersaults and dive-rolls, security against unsupervised use, proper erection and maintenance of the apparatus, a plan for emergency care should an accident occur and documentation of participation and of any accidents which occur.

In addition to that stipulated in the preceding paragraph, the following constitute the controlled conditions to be ensured.

A. No multiple somersault be attempted.
B. No single somersault be attempted unless
    1. The intended result is a footlanding;
    2. The student has demonstrated reasonable ability for such on the trampoline with a safety harness, off the diving board of a swimming pool or in tumbling;
    3. A competent spotter(s) is in position, knowing the skill which the student is attempting and physcially capable of handling an improper execution (if the safety harness is employed, the instructor must be satisfied that it is controlled competently);
    4. The minitramp is reasonably secured to help prevent slipping at the time of execution;
    5. A mat should be utilized, sufficiently wide and long to prevent a landing on the mat's edge and provide for proper footing of the spotter(s).

Policy Guidelines

To successfully implement the above policies it is important that the staff be well-trained. The following suggestions are offered to insure proper implementation.

- Staff development should be provided for all responsible for the above areas.
- Special training and indoctrination in activities with inherent risks or dangerous characteristics should be undertaken.
- Position statements on special activities and apparatus, specifically gymnastics, should be made a part of this in-service program.
- Physical education teachers should follow curriculum guidelines.
- Physical education teachers should assign tasks and activities based on the students general ability, size, fitness level and specific skill development.
- Physical education teachers should inform students of possible dangers inherent in specific activities.
- Physical education teachers should follow established policies concerning excuses for injury and illness, and should not assume students overstep boundaries.
- Physical education teachers should remember they are not medical specialists.
- Physical education teachers should prepare students for physical activities using a step-by-step approach, simple to complex and less strenuous to more strenuous.
- The physical education teacher should act prudently in all undertakings.

Policies and procedures to follow in case of accident should be written. School personnel should discuss the policies and procedures and know-how to implement them when necessary.

(See Accident Report Form, Appendix A.)

Garrett Middle School, Cobb County

Rockbridge Elementary School, DeKalb County, at Stone Mountain Park

Chapter IV

The Instructional Program

A. Establishing the Framework for Units of Instruction

The physical education instructional program for middle school students should be based on student needs, community expectations and available resources. The program should provide opportunities for exploration and minimize course repetition or omissions. Activities should provide a comprehensive well-balanced program of experiences built on skills learned in the elementary years. The middle school experiences should serve as a point of departure for the refinement of skills in high school and should stimulate lifelong interest, enjoyment and participation.

Because middle school students are in their formative years, they should be exposed to varied experiences. Annual exposure to the following activities is recommended.

conditioning and physical fitness
lifetime sports
outdoor education
team sports
stunts, tumbling and gymnastics
rhythm and dance
aquatics and water safety
recreational games
track and field
combatives

Activities from each of these can serve as the basis for annual instruction with additional activities or extended units as desired. At least one course unit should be taught each year throughout the middle grades. Each course unit should be a minimum of ten class periods. In a daily program such a schedule would use 100 days. This allows instructors flexibility in using approximately one-half of the school year to extend some units or add other activities desired by the students or the instructor. This flexibility assures a comprehensive approach while encouraging the creative abilities of instructors.

Appendix D (Sample Three Year Physical Education Curriculum) contains a recommended grouping of instructional units.

B. Introduction

Generally this chapter presents a framework for local curriculum guide formulation. However, some areas are developed as comprehensive instructional units. These include archery, tennis, camping, basketball, volleyball, beginning balance beam, beginning parallel bars, folk and ethnic dance, drownproofing, four square and frisbee. These comprehensive units include course unit descriptions, course unit objectives, student objectives, skills and concepts, evaluation, resources and a unit lesson plan.

C. Conditioning and Physical Fitness

Physical Fitness

"The ability to carry out daily tasks with vigor and alertness without undue fatigue and with ample energy to enjoy leisure-time pursuits and to meet unforeseen emergencies."

1. Values

A. Promotes better body functioning to increase energy for greater work and play potential

B. Prepares one to better cope with many types of emergencies

C. Aids in postponing and reducing deteriorations that accompany old age

D. Serves as an outlet for the release of tension and emotions and promotes relaxation (mental and emotional benefits)

E. Makes one less susceptible to degenerative diseases (cardiovascular disease, etc.)

F. Improves physical appearance
   1. Aids in maintaining proper weight, preventing obesity
   2. Aids in maintaining proper posture
   3. Reduces the occurrence of back trouble
   4. Helps maintain joint mobility

G. Helps one to feel better

2. Basic Principles of Exercise

A. ***Overload***
To attain an increased level of fitness the body must be forced to work at a higher level than normal.

Pine Mountain Middle School, Cobb County

Methods of overload

1. *Increase the number of training sessions*
2. *Increase the number of repetitions*
3. *Increase the number of sets*
4. *Increase the amount of resistance*
5. *Decrease the amount of rest between sets*
6. *Vary the rate of speed with which repetitions are performed*

B. ***Individual Differences***
Each person will respond to exercise in his or her own way.

C. ***Use-Disuse***
Use promotes productive functioning of a muscle, body part or system while disuse promotes deterioration.

D. ***Specificity***
Specific improvements in fitness occur as the result of specific exercises (e.g., flexibility exercises promote flexibility).

E. ***Progression***
Better body fitness requires higher levels of overload.

3. Flexibility

Definition
The range of motion at a joint

A. Importance

1. A flexible body can handle a broad range of movements.
2. Flexibility improves performance in athletics.
3. Good flexibility contributes to good posture.
4. Muscle pulls are less likely if tissues around joints are accustomed to being stretched.

B. Flexibility Evaluations

1. **Floor touch.** Stand with legs together and knees locked. Bend at the waist and attempt to touch the floor. Good flexibility — touching floor, men with fingertips, women with palms.
2. **Seated toe touch.** Sit on floor, feet against the wall. Keep legs straight with knees locked. Bend forward slowly, arms straight, attempt to touch wall with finger tips. After stretching as far as possible, hold position for a count of five. Good flexibility — being able to touch wall.
3. **Seated curl.** Sit on table, lower legs handing over edge, knees separated at edge of table. Attempt to lower forehead between knees. Hold for count of five. Good flexibility — when head is lowered completely between knees.
4. **Crossed legs stretch.** From standing position cross legs with one in front of the other. Bend at the waist, attempt to touch floor in front of toes. Hold for count of five. Good flexibility — touching floor.
5. **Extend flexibility.** Stand on edge of bench, feet together, legs straight, hands together. Bend over and reach as far below bench as possible. Measure the distance in inches above or below the bench. Yardstick should extend six inches above bench toward you. Good flexibility — 13 inches.
6. **Trunk extension.** Lie on stomach, hands behind head, feet held by partner. Slowly raise trunk. Measure from floor to under chin. Good flexibility — 19 inches.
7. **Arm and shoulder reach.** Lie on stomach, chin on floor. Hold stick above head, palms down, shoulder width apart. Raise arms with stick as high as possible. Hold for three seconds. Measure distance from floor to stick. Good flexibility — 11 inches.

C. Techniques for improving flexibility

1. Use the stretching tests outlined in section B
2. Use an even steady stretch
3. Stretch slowly, do not bounce or jerk as you stretch
4. Use additional stretching exercises
   Hurdle stretch
   Side bends
   Trunk twister
   Seated toe reach

4. Strength

Definition
The force exerted in a single muscular contraction

A. Importance

1. Strength improves appearance and muscular definition
2. Improved strength provides protection from injury

Garrett Middle School, Cobb County

3. Strength improves athletic performance
4. Strength improves muscular endurance and reduces fatigue
5. Strength can prevent some health problems

B. Strength evaluations

1a. **Flex arm hang.** Measures strength and endurance of muscles of the arms and shoulder girdle. Subject raises body from the floor to a position where the chin is above the bar with elbows flexed. Hold this position as long as possible. Good strength — consult AAHPER handbook.

1b. **Pull-ups.** Measures strength of arms and shoulders. Subject raises body from a hanging position to a position where chin is above chinning bar and then lowers body to a full hang. Procedure is repeated as many times as possible. Good strength — consult AAHPER handbook.

2. **Bent leg sit-up.** Measures muscular strength and endurance of abdominal muscles. Subject lies on back, knees bent (less than 90 degrees), hands locked behind head, feet held by partner. Action is started with subject's elbows on mat from which the head and shoulders are brought forward touching the elbows to the knees. Return to starting position (one sit-up). Repeat as many times as possible in one minute. Good strength — consult AAHPER handbook.

3. **Standing broad jump.** Measures leg muscle strength and power. Subject stands behind restraining line and jumps with a two-foot take-off propelling body as far as possible (three jumps are allowed, best jump is recorded). Good strength and power — consult AAHPER handbook.

4. **Vertical jump.** Measures leg power. Subject stands by a wall with arm extended overhead. The distance reached at the fingertips is measured. Subject then faces sideward to the wall and jumps as high as possible. The distance reached is then marked. The distance between marks is recorded.

C. *Strength Improvement techniques.*

1. **Isotonic** An exercise that requires movement to create muscular contractions
   a. Calisthenics
      - *Upper body. Push-ups, arm circles, pull-ups*
      - *Abdominals, waist, back. Sit-ups, lateral leg lifts, spread eagle, flutter kicks (prone)*
      - *Legs, feet. Jumping jacks, vertical jumps, hopping on alternate feet, walking on outside of feet, mountain climbers*

   b. Weight Training
      - *Upper body. Bench press, upright row, biceps curl, bent over row, sitting press*
      - *Abdominals, Waist. Side bends, good morning exercise*
      - *Legs. Half squat, heel rise*

   c. Multistation machines
2. **Isometric** An exercise where a muscle or muscle group is exerted against an immovable object. Isometric exercises can be performed by using
   - *weight training lifts*
   - *ropes or towels*
   - *walls or doorways*
   - *other body parts*
3. **Isokinetic** A combination of isotonic and isometric exercises involving a machine to regulate the amount of resistance you are working against.

5. Cardiovascular Endurance

Definition
Cardiovascular endurance enables one to sustain general body activity for a prolonged period of time.

A. *Importance*

1. Strength and pumping efficiency of the heart are improved.
2. Muscles of respiration are strengthened.
3. General circulation is improved.
4. The body's ability to transport oxygen from the lungs to the heart and all body parts is improved.
5. The number of red blood cells increases and the amount of hemoglobin increases, thereby making blood a more efficient carrier of oxygen.
6. Muscles are toned.

B. *Cardiovascular endurance evaluation*

1. **600-Yard Run.** Measures cardiovascular endurance. On a given signal subjects attempt to run or walk a distance of 600 yards in as short a period of time as possible. Good score — consult AAHPER handbook.
2. **12-Minute Run.** Measures cardiovascular endurance. On a given signal subjects attempt to cover as great a distance as possible (around a marked area) in 12 minutes. Good score — 13-14 years old, boys 2650 yards, girls 1900 yards. Consult *Fitness for Life*, p.36.
3. **The Step Test.** Measures cardiovascular endurance. On a 12-inch bench the subject steps up and down at a cadence of 24 steps per minute for three minutes. At the end of three minutes the subject sits down and counts own pulse for one minute. Good score — 13-14 years old, boys 91-98. girls 101-110. Consult *Fitness for Life*, p.38.

C. *Endurance improvement techniques*

1. Aerobic Activities. A variety of activities and exercises that stimulate heart and lung activity for a period long enough to produce beneficial changes in the body (Cooper).
2. A minimum program to achieve these results would include 30 minutes of continuous exercise three days per week.
3. To determine the correct intensity of exercise, momentarily stop exercising to count the pulse for 15 seconds. Multiply the pulse rate by four to determine the total beats per minute. The result is the intensity level for that activity. Check chart.

Resting HR	Beginner	Regular
under 50	135-140	145-150
51-70	140-145	150-155
71 & up	145-150	155-160

*From *Fitness for Life*. Corbin and Lindsey, p.40.

4. Examples of aerobic activities
   Jogging
   Bicycling
   Swimming
   Rope skipping

6. Fat Control

Definition of Obesity
Possessing a percentage of body fat above that which is desirable and healthy

A. Determining obesity

1. **Pinch test.** Gently pinch the skin on the back of the upper arm with the thumb and index finger. If the skin fold is more than one inch, the obesity range is being approached. The ideal skin fold should measure between ¼ and ½ inch.

   Additional measurement areas are
   front thigh
   back thigh
   waist (front and side)
   back (over shoulder blade)
   hips (upper buttocks)
   (Darden)

2. **Body measurements**

   a. *Abdomen.* Normal posture is assumed as measurement is taken around body, one inch above navel.

   b. *Weight.* Taken in gym clothes without shoes.

   c. *Arm circumference.* Arm is held straight out, palm up, elbow straight, muscles relaxed. Arm is measured around the middle of the upper arm at its largest place. Measure both arms and use the average score.

   d. *Percent body fat* is determined by using a formula and series of charts provided on p.96 in *Fitness for Life* (Corbin and Lindsey).

3. **Mirror test.** Standing undressed in front of a full length mirror can give a good indication of the presence of obesity because if you look fat it is reasonable to assume that you are fat.

4. **Scientific methods**
   Professional body measuring
   Underwater weighing

B. Body image

1. **Body type.** Body type or somatotyping is a method of categorizing a person's body into three basic types by estimating the dominance of fat, bone and muscle.

   Matching exercise and sport selection to body type can save time and money and can prevent frustration.

   a. *Endomorph.* Round, soft body, small bones smooth contours, short tapering limbs and soft, smooth skin.

   b. *Mesomorph.* Muscular, big bones, broad shoulders, large chest, slender waist, coarse thick skin.

   c. *Ectomorph.* Thin-boned, fragile body, small muscles, round shoulders, thin skin.

   The above classifications are the extremes. Most people have components of each body type but tend to have characteristics most common to one or two.

2. **Ideal body weight.** The amount that you should weigh if you had 16 percent body fat for males and 20 percent body fat for females. This figure can be determined from your present weight and percent body fat by using the Ideal Body Weight chart on pp. 100-101 in *Fitness for Life.*

3. **Posture.** Posture contributes (positively or negatively) to your appearance and to your body's efficiency

   a. Elements of proper posture (side)
      Head up, chin level
      Shoulders down and back
      Rib cage lifted
      Buttocks tucked
      Knees relaxed

   b. Elements of proper posture (back)
      Shoulders level
      Spine straight
      Hips level
      Legs straight
      Feet pointed forward
      (Wessel p.18)

C. Causes of obesity

1. **Improper exercise** (lack of knowledge about exercise)

a. *Type of exercise* (What kind) Depending upon the needs of the individual.

b. *Frequency* (How often) A minimum of three 30 minute exercise sessions per week are required for positive results to occur.

c. *Intensity* (How hard) Varies with the individual but usually should fall between 60-80 percent of maximum in some aerobic activity.

d. *Duration* (How long) Inversely related to intensity (30 minute minimum).

2. **Lack of exercise** Due to
lack of knowledge
mechanization
lack of motivation

3. **Inappropriate exercise**
Inappropriate for needs (body type etc.)
Inappropriate methods (gimmicks, spot reducers, rubber suits, etc.)

4. **Improper nutrition (lack of nutritional knowledge)**

a. Required nutrients
Carbohydrates
Protein
Fat

b. Major food groups
Meat
Milk and dairy products
Fruits and vegetables
Bread and cereals

5. **Inappropriate dietary practices**
Fad diets
Pills
Gimmicks

6. **Psychological overeating**
Emotional
Environmental

7. **Physiological factors**
Basic metabolic rate
Efficiency of digestive system
Appetite regulatory mechanism
Heredity

D. Methods of fat loss

1. **Alter caloric intake**
Diet alone may result in weight loss (body fat and muscle tissue). However, a person may still appear flabby because muscles are not being firmed through exercise.

2. **Alter caloric expenditure**
3,500 calories must be burned in order to lose one pound of fat.

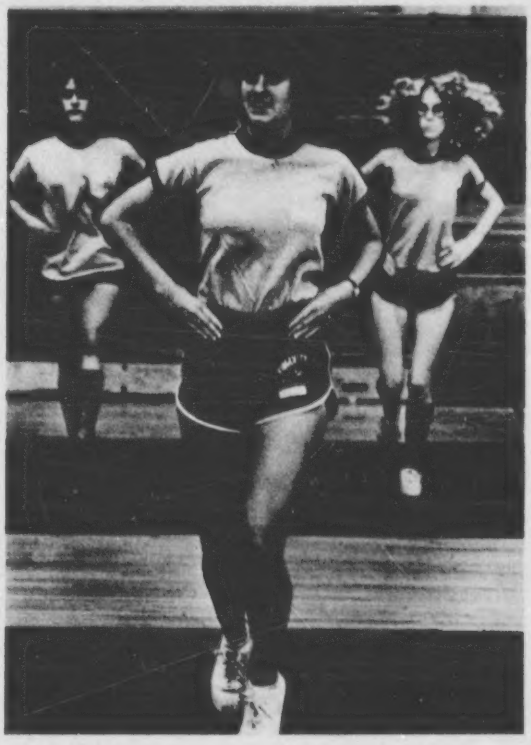
3. **Alter BOTH intake and expenditure**
This method offers more flexibility in achieving a negative caloric balance (weight loss) than either exercise alone or diet alone.

Body weight will remain constant when caloric intake equals caloric expenditure. Any imbalance will result in a change of body weight.

7. Safety

A. Flexibility
1. Stretch slowly.
2. Do not bounce or jerk as you stretch.
3. Use an even steady stretch.

Ridgeview High School, Fulton County



B. Strength

1. Warm up thoroughly before working out.
2. Use proper clothing, loose, comfortable, nonhindering.
3. A large well-ventilated area will prevent injury that may result from obstructions.
4. Spotters should always be used when lifting weights.
5. Always breathe when exercising, exhale under stress.
   Breath holding may cause unconsciousness.
6. Attempt to exercise through a full range of motion.

C. Cardiovascular endurance

1. Warm up thoroughly.
2. Choose your appropriate objective.
3. Monitor your performance.
   a. check pulse
   b. nausea, dizziness, vomiting, severe breathlessness, chest pain indicate overexertion
4. Use a cooling down process.
5. Check your recovery pulse rate.

D. Fat loss

1. Consult a physician before dieting, especially for a child as in many cases only an increase in daily activity may be needed to control weight.
2. Do not lose more than two pounds per week on any weight loss program.

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D. Lifetime Sports

1. Archery

Course Description

The sport of archery, old as history, is increasing in popularity throughout the country. It falls into two categories, target archery for competitive shooting and bow hunting. The techniques of both are basically the same. Archery requires complete concentration and the mastery of the fundamental skills of drawing, anchoring, aiming, release and follow-through. There is always the constant challenge to improve one's score and the goal of perfection.

Course Objectives

1. Demonstrate knowledge of rules, scoring and terminology of archery through class participation and written examinations.
2. Explain and demonstrate the proper use and care of equipment and safety considerations unique to archery.
3. Develop a sense of cooperation, fair play and sportsmanship through class participation and display appropriate behavior toward game officials, opponents and teammates.
4. Demonstrate proficiency in the various skills of archery.
   A. Successfully and properly string a bow
   B. Demonstrate the proper grips, draw hand and bow hand.
   C. Execute the nocking of an arrow
   D. Explain and demonstrate three methods of aiming.
   E. Execute the techniques of drawing, anchoring, aiming, release and follow-through to the best of the students ability.
   F. Successfully shoot an arrow into a target.

Fundamental Skills

Stringing the bow
Stance
Grip — *draw hand and bow hand*
Nocking the arrow
Drawing
Anchoring
Aiming — *bowsight method, instinctive method and point of aim method*
Release
Follow-through
Terminology
Scoring

Safety*

1. Always remember that bows and arrows are not toys, but weapons capable of inflicting serious injury and death.
2. Never use a damaged bow or arrows. Replace the bowstring whenever it becomes worn.
3. Never point an arrow (in a bow) at another person, even in sport.
4. Never draw a bow without an arrow in it.
5. Use arrows of the right length and never use one which is too short.
6. Never use another person's bow unless you have permission to do so.
7. Never shoot at a target too thin to stop an arrow.
8. Never shoot an arrow straight up into the air under any circumstances.
9. Always shoot at a definite target, never just for the sake of shooting, and never shoot arrows far unless you are on a safe flight range.
10. Warn people that you are about to shoot an arrow by shouting "fast" or "timber." Never shoot when there is the slightest chance of your arrow hitting someone.
11. Always obey starting and stopping signals when shooting with others. Retrieve your arrows only when other people are not shooting. Wait the all clear signal.
12. Never shoot if there is a chance that your arrow may ricochet from the target or another object to hit someone.
13. Never use another person as a target or let a person hold a target for you to shoot at.
14. When in doubt, do not shoot.

Equipment

Bows	Armguards
Bowstrings	Finger tabs or shooting gloves
Arrows	Targets
Bowsight	Bow and arrow rack
Quivers	

**Archery*. The Athletic Institute. 1977.

Archery
(Three Week Unit)

Day 1	Day 2	Day 3	Day 4	Day 5
Introduction 1. Overview of sport — target archery and field archery, rules, history, etc. 2. Archery equipment — tackle, use, care and selection. **Activity — observation** **Presentation** Lecture and handout Teacher demonstration	**Review — equipment** **Introduction** Archery safety and bracing a bow **Activity — participation** bracing and unbracing a bow. **Presentation** Lecture and handout Teacher demonstration	**Review — archery safety** **Introduction** Stance, grip, nocking the arrow, draw, aim and hold **Activity — participation** shoot 10 yards **Presentation** Teacher demonstration Loopfilm	**Review — stance, grip, etc.** **Introduction** Release and follow through **Activity — participation** shoot 10 yards **Presentation** Teacher explanation and demonstration Loopfilm	**Review** **Activity** **Presentation** Loopfilms
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
Introduction Methods of aiming **Activity — participation** shoot 10 yards **Presentation** Teacher explanation and demonstration	**(Continue)** Methods of aiming **Activity — participation** shoot 20 yards **Presentation**	**Review** All skills and aiming techniques **Activity** shoot 10 yards, one end shoot 20 yards, one end shoot 30 yards, one end **Presentation** Individual attention and correction of errors	**(Continue)** All skills and aiming techniques **Activity** **Presentation**	**Introduction** Bow hunting safety rules **Activity** shoot 20 yards, two ends shoot 30 yards, one end **Presentation** Teacher explanation
Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
(Continue) Bow hunting safety rules **Activity** shoot 20 yards, one end shoot 30 yards, one end shoot 40 yards, one end **Presentation** Teacher observation	**Introduction** Clout shooting **Activity** shooting **Presentation** Teacher explanation and demonstration	**Introduction** Archery bingo **Activity** shooting 10, 20, and 30 yards **Presentation** Teacher explanation and demonstration	**(Continue)** Archery bingo **Activity** **Presentation** Observation	**Skill Test** After warm-up: shoot 10 yards, one end shoot 20 yards, one end shoot 30 yards, one end Score each round and turn into teacher for grade

Additional teaching aids

1. Handouts
2. Word puzzles
3. Loopfilm — *Men's and Women's Archery*, The Athletic Institute
4. Activities — archery bingo, clout shooting
5. National Archery Association
   2833 Lincoln Highway East
   Ronks, PA 17572

2. Badminton

Course Description
The game of badminton is increasing in popularity throughout the country both as an enjoyable recreational activity and as a highly competitive sport. It helps develop motor skill, flexibility, agility and endurance. To be successful the beginning player should master the proper grips, footwork, basic serves, returns and shots.

Course Objectives
The student will be able to

1. demonstrate knowledge of rules, scoring, terminology, singles strategy and doubles strategy of badminton through class participation and written examinations;
2. explain and demonstrate badminton safety rules and the proper use and care of equipment;
3. develop a sense of cooperation, fair play and sportsmanship through class participation and display appropriate behavior toward game officials, opponents and teammates;
4. demonstrate proficiency in the various skills of badminton;
   A. execute five types of serves adequately;
   B. successfully return the serve;
   C. perform four types of overhead forehand and backhand shots adequately;
   D. execute underhand, forehand and backhand clears adequately;
   E. be knowledgeable of net shots and around the head shots.

Fundamental Skills
Grips — *forehand and backhand*
Footwork
Serves — *high deep, low short, drive, flick, backhand low*
Serve return
Overhead shots — *forehand and backhand clears*
Net shots — *forehand and backhand drops*
Around-the-head shots — *clear, smash, drop*
Terminology
Singles play and strategy
Doubles play and strategy
Scoring
Safety

1. Select a conditioning program for general overall fitness and specifically for badminton to precede and accompany participation.
2. The care, use and maintenance of equipment and facilities are important in keeping badminton maximally safe.
3. Participants should be in proper attire, especially good socks and shoes.
4. In doubles, be aware of your partner to avoid collisions and accidents. Teammates must decide on court areas each should cover and arrange signals to keep each other from trying to return the same shot.

Equipment
Rackets—metal or wood
Shuttlecocks—feather and nylon
Nets
Court standards

3. Bowling

Course Description

Bowling is a popular indoor sport. It is safe and is not a strenuous game. The skills of stance, approach, delivery and release are not too complicated for average performance and enjoyment. The object of the game is to knock down as many pins as possible in ten frames. Each frame involves one or two attempts and the score is the total number of pins knocked down in ten frames. Bowling offers a constant challenge and watching one's average improve can be a great personal satisfaction.

Course Objectives
The student will be able to

1. demonstrate knowledge of rules, scoring, etiquette and terminology of bowling through class participation and written examinations;
2. explain and demonstrate bowling safety rules and the proper use and care of equipment.
3. develop a sense of cooperation, fair play and sportsmanship through class participation and display appropriate behavior toward game officials and opponents;
4. demonstrate proficiency in the various skills of bowling;
   A. perform the proper grip and stance used in bowling;
   B. demonstrate three types of approaches;

C. execute four types of delivery to the best of his/her ability;
D. explain two methods of aiming;
E. develop the ability to make the spare;
F. Execute the pushaway, an approach, a delivery and release.

Fundamental Skills
Grip
Stance
Pushaway
Approach—four-step, five-step, three-step
Delivery—hook, curve, straight, backup
Release
Aiming—pin bowling, shot bowling
Making the spare
Scoring
Terminology

Safety and Etiquette

1. Look at the lane on each side before making approach.
2. If a bowler on either side is ready to bowl, let him or her go first.
3. If you and a bowler on the right are ready at the same time, allow the other bowler to approach first.
4. Allow a bowler shooting a spare to go first unless it causes unnecessary delay.
5. Do not be late for your turn. Do not delay the game in any way.
6. Pick up the ball with your hands outside of the path of the bowling balls returning to the ball return. Smashed fingers are painful.
7. Stay in your own approach area for reasons of safety and courtesy.
8. Do not try to repair fallen pins or automatic machines. Report mechanical problems to the bowling desk.
9. Use common sense in all phases of bowling to enjoy the game more.

Equipment
Bowling balls
Pins
Shoes
Glove
Bowling bag

4. Fencing

Course Description
Fencing is one of the most rewarding sports for the participant and one of the least known in the United States. Fencing calls for finesse, mobility, timing, speed, grace, quickness, accuracy and endurance. The most popular of the fencing weapons is the foil, considered basic to the skills needed for epee and saber fencing. The object of fencing is to touch the opponent within the legal bounds of the designated target. The individual who scores five legal touches first is considered the winner. To be successful, a player must master endless combinations of attack and defense.

Course Objectives
The student will be able to

1. demonstrate knowledge of rules, scoring, terminology, etiquette and attack strategy of fencing through class participation and written examinations;
2. explain and demonstrate fencing safety rules and the proper use and care of equipment;
3. develop a sense of cooperation, fair play and sportsmanship through class participation and display appropriate behavior toward game officials and opponents;
4. demonstrate proficiency in the various skills of fencing;
   A. demonstrate the proper way to grip the foil;
   B. hold the foil, assume a position of attention and execute a salute;
   C. explain and demonstrate the on-guard position;
   D. execute the advance and retreat;
   E. execute a thrust and a good lunge with recovery;
   F. demonstrate a disengagement;
   G. execute a double chance of engagement;
   H. perform a lateral parry and a circular parry;
   I. define and demonstrate the riposte;
   J. perform four types of attacks against an opponent's blade;
   K. explain the importance of timing.

Fundamental Skills
Grip
Attention position
Salute
On guard position

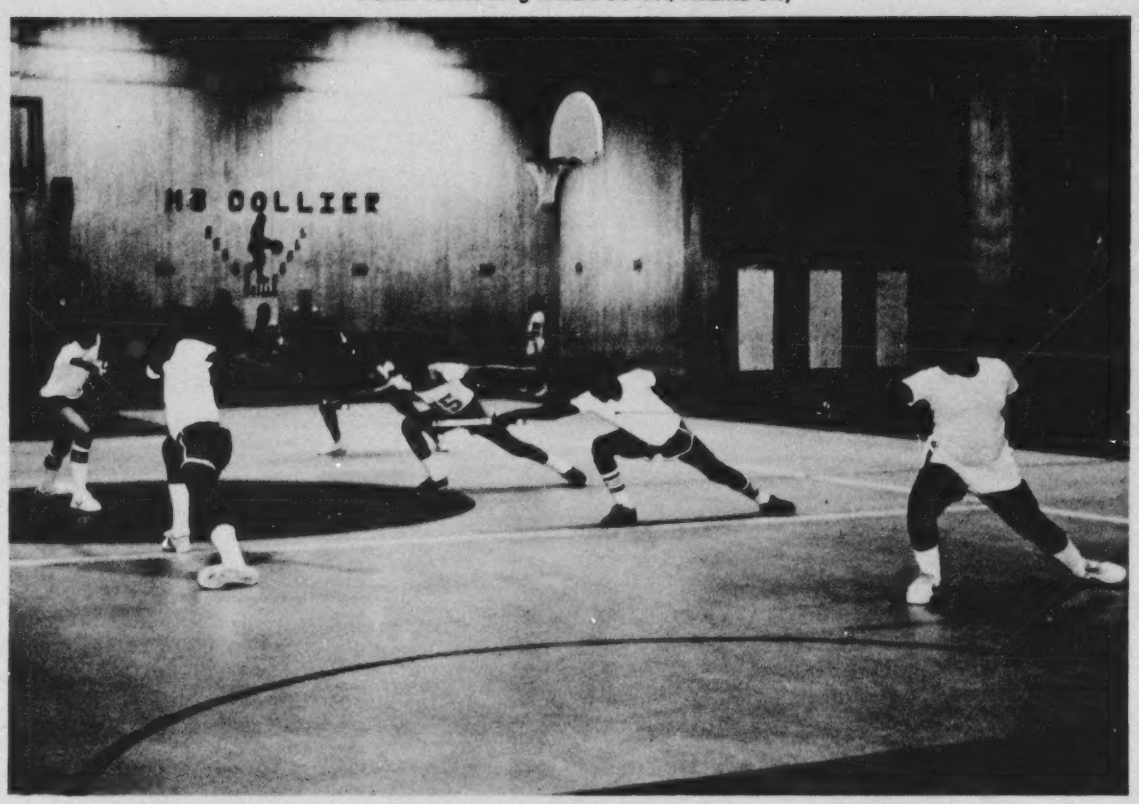
Advance and retreat
Thrust and lunge
Recovery
Engagement—change of engagement, double change of engagement
Disengagement
Parries—lateral parry, circular parry
Riposte
Feints
Attacks against an opponent's blade—beat, change beat, glide, pressure
Cutover
Timing
Attack strategy
Terminology
Scoring

Safety

1. The protective equipment worn by the fencer should be of the highest quality and in excellent condition.
2. All equipment (particularly the mask) should be examined before use.
3. At no time should a fencer without a mask oppose another fencer either in practice or demonstration.
4. The tip of the foil should be wrapped with adhesive tape as an additional precaution to avoid injury.
5. The blade should be discarded if found to be damaged or to have flaws.
6. A glove should be worn at all times for protection and to ensure a better grip on the foil.

Equipment
Foil
Glove
Mask
Jacket
Trousers
Gym shoes

Martin Luther King Middle School, Atlanta City



5. Golf

Course Description

Golf is one of the most popular games of all time. The game of golf can bring great satisfaction to a player on one occasion and extreme frustration on another. It consists of playing a ball from the tees into the holes in as few strokes as possible, totaling the strokes at the end of the round, and comparing the total with the course par. The beginning player should master the skills of the grip, swing, address, approach and putting.

Course Objectives

The student will be able to

1. demonstrate knowledge of rules, scoring, terminology and etiquette of golf through class participation and written examinations;
2. explain and demonstrate golfing safety rules and the proper use and care of equipment.
3. develop a sense of cooperation, fair play and sportsmanship through class participation and display appropriate behavior toward game officials, opponents and teammates;
4. demonstrate proficiency in the various skills of golf;
   A. demonstrate four types of grip;
   B. successfully develop an address routine;
   C. perform the proper techniques of the golf swing;
   D. successfully chip and pitch approach shots to the green;
   E. successfully hit sand shots;
   F. execute the techniques of putting;
   G. explain the use of each club;
   H. discuss and demonstrate various challenge shots.

Fundamental Skills

Grips—natural, overlapping, interlocking left-hander's
Address routine
Swing—take-away, backswing, forward swing, follow through
Approach shots—chip (low running) pitch (high lofting)
Sand shots
Putting
Challenge shots—uphill and downhill lie, sidehill lie, shot with ball above feet, level lie, recovery from a fairway bunker, uphill lie and downhill lie, recovery from a greenside bunker
Use of golf clubs
Scoring
Etiquette
Terminology

Safety*

1. Improper use of golf clubs and balls can result in serious bodily injury to fellow players and others.
2. Be aware of the location of others when swinging a club.
3. Proper spacing (minimum of 9 inches in all directions) of students will eliminate the danger of striking another player.
4. Balls should be retrieved only after hitting action by others has been halted.
5. The purchase and use of moderately priced equipment from reputable firms helps protect players from possible danger.
6. Equipment should be checked periodically to determine its safe condition for use. Any damaged or defective equipment should be reported immediately.
7. The wearing of a golf glove will help avoid blisters and also the danger of the club's slipping out of the player's hand.
8. Comfortable shoes that give support and traction should be worn.
9. It is important to know golfing etiquette before playing.
10. Before hitting the ball, the golfer should see that the area between self and target is clear.
11. The golfer hits to the green only when players ahead have moved on to the next tee or indicated that the next stroke may be taken.
12. It is good safety practice for the person whose ball is farthest from the green to play next. No other member of the group should move ahead of or into the player's line of vision until the shot has been completed.
13. During thunderstorms players should leave the golf course and avoid taking shelter under trees. In emergencies it may be desirable to lie down in a depression in the ground.

Ideas for Golf Instruction. AAHPERD. 1968.

Garrett Middle School, Cobb County

14. When hearing the warning "fore" a player should cover the head, turn the back to the call and bend forward to avoid being hit in a vulnerable spot on the body.

Equipment
Clubs—Irons, woods, putter, wedge
Balls—regular and plastic balls
Bag
Glove
Tees

Indoor Equipment
Mats
Nets
Putting green

6. Handball

Course Description
Handball is fun and a superb physical conditioner. The sport combines the exercise of running with the use of the coordinated skills common to all ball games. The fundamentals are quite simple and once learned serve as a foundation for more advanced competitive skills. Beginning players should master the basic strokes, serves, returns and basic shots. Much of the popularity of handball stems from the fact that it can be played by two, three or four people on a single, three or four-wall court.*

Course Objectives
The student will be able to

1. demonstrate knowledge of rules, scoring, terminology, singles strategy and doubles strategy of handball through class participation and written examinations;
2. explain and demonstrate handball safety rules and the proper use and care of equipment;
3. develop a sense of cooperation, fair play and sportsmanship through class participation and display appropriate behavior toward opponents and teammates;
4. demonstrate proficiency in the various skills of handball;

*_Handball_. The Athletic Institute, 1977.

A. execute four types of basic stroke;
B. perform four types of serves;
C. know three types of advanced serves;
D. execute three types of returns;
E. perform five types of shots.

Fundamental Skills
Footwork
Basic Stroke—overhand, side arm, low sidearm, underhand
Serves—low drive, changeup, lob, three-wall
Advance serves—natural hop, reverse hop, crotch
Return—back wall, left corner, right corner
Basic shot—passing, kill, ceiling, three-wall, hook
Singles play and strategy
Doubles play and strategy
Scoring
Terminology

Safety

1. Always take time to warm up before a game or practice to help prevent pulled muscles and other injuries.
2. Perspiration dripping on the floor creates a safety hazard. Always include a towel in your equipment to dry your face and the floor if it gets wet.
3. Try to avoid body contact with your opponent.
4. Take precautions when looking back at the ball and your opponent. Protect your eyes by looking under your raised arm or through spread fingers. For additional protection wear eye guards.

Equipment
Handball
Gloves
Eye guard
Tennis shoes

7. Tennis

Course Descriptions
Tennis is an extremely popular, exciting and challenging game. The game calls for finesse, power, accuracy, stamina and quickness. To play tennis successfully a player must learn to use the proper grips, footwork, stroking techniques and serving techniques.

Course Objectives
The student will be able to

1. demonstrate knowledge of rules, scoring, terminology, etiquette, singles strategy and doubles strategy of tennis through class participation and written examinations;
2. explain and demonstrate tennis safety rules and the proper use and care of equipment;
3. develop a sense of cooperation, fair play and sportsmanship through class participation and display appropriate behavior toward game officials, opponents and teammates;
4. demonstrate proficiency in the various skills of tennis;
   A. demonstrate three types of grips;
   B. execute forehand and backhand drives;
   C. perform three types of serves;
   D. successfully return the serve;
   E. perform the techniques of the volley, smash, lob and drop shot.

Fundamental Skills
Grips—eastern, western, continental
Footwork
Groundstrokes—forehand drive, backhand drive, imparting spin on the ball
Serves—flat, slice, american twist
Returning the serve
Volley
Overhead or smash
Lob
Drop shot
Singles play and strategy
Doubles play and strategy
Scoring
Etiquette
Terminology

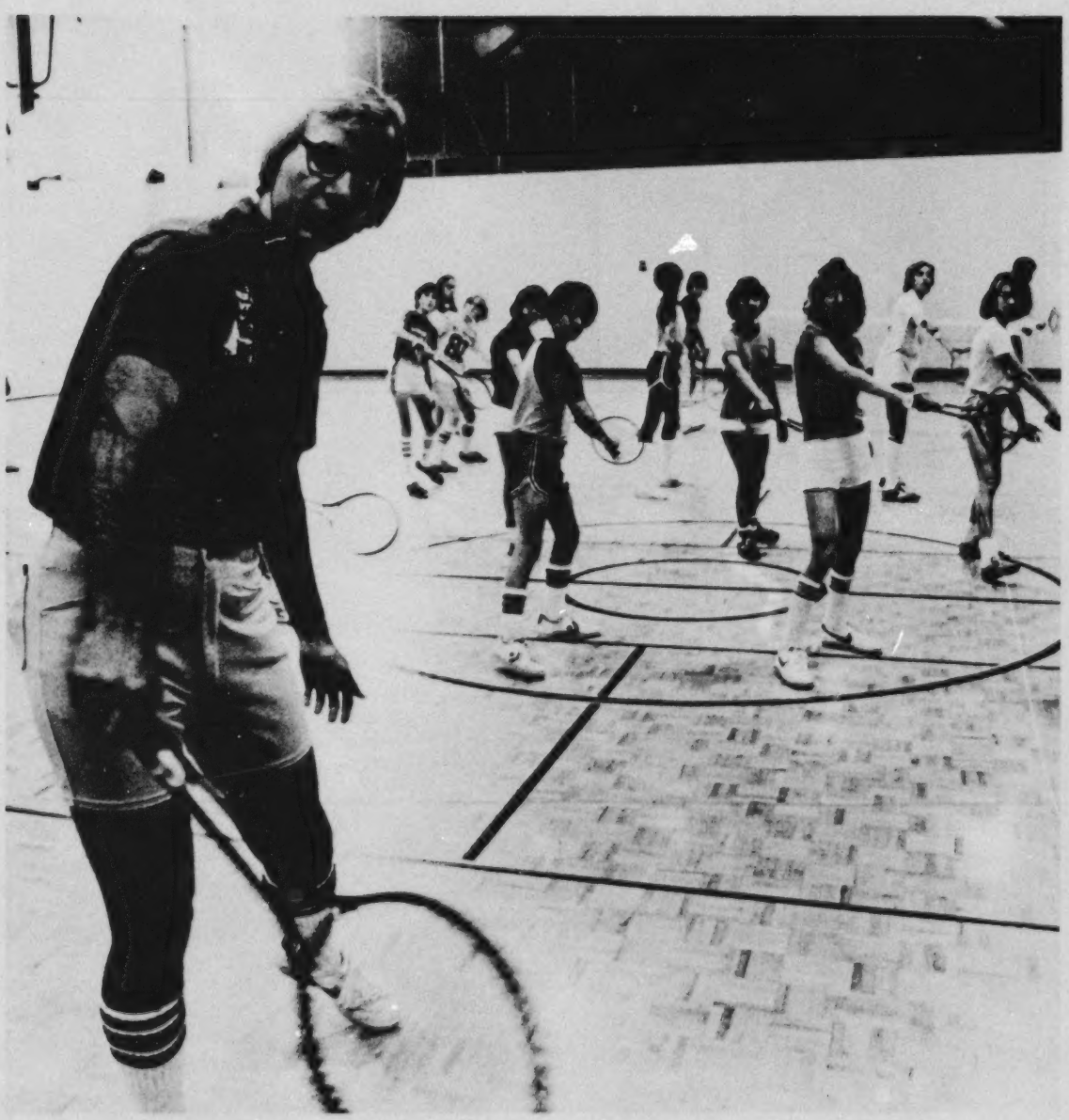
Safety

1. Tennis is a noncontact sport and is one of the safest of all games.
2. Before starting to play or practice check the court surface for rocks, broken glass and other debris.
3. Be aware of the location of backstops, side fence, benches, chairs, etc., which are often safety hazards.
4. Proper warm-up is important in preventing muscle strains and muscle pulls.

5. Sprained ankles can occur from stepping on or tripping on a tennis ball. Always remove extra tennis balls from the court surface.
6. Jumping the net at the end of the match has been a tradition in tennis, but should be eliminated as a safety precaution.
7. Blisters often plague many players and precautions should be taken against them.
8. In doubles, be aware of your partner to avoid collisions and accidents. Calling "yours" or "mine" may eliminate a painful injury when there is a question as to which partner will play the ball.

Equipment

Rackets—wood, steel, aluminum, fiberglass
Racket covers
Balls
Nets and standards



Pine Mountain Middle School, Cobb County

Tennis
(Three Week Unit)

Day 1	Day 2	Day 3	Day 4	Day 5
Introduction 1. Overview of sport — rules, scoring, history etiquette, etc. 2. Grip — forehand and backhand. **Activity — Observation** **Presentation** Lecture and handout Teacher demonstration	**Review — Grip** **Introduction** Forehand stroke and spin on ball **Activity — drills and practice** **Presentation** Loopfilm Teacher explanation and demonstration	**Introduction** Backhand stroke and spin on ball **Activity — drills and practice** **Presentation** Loopfilm Teacher explanation and demonstration	**Review** Forehand and backhand strokes. **Activity — drills and practice** **Presentation** Individual attention	**Introduction** Serve — cannonball or flat and American twist and slice. **Activity — drills and practice** **Presentation** Loopfilm Teacher explanation and demonstration
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
Review — Serve **Activity — drills and practice** **Presentation** Individual attention	**Introduction** Volleys and drop shots **Activity — drills and practice** **Presentation** Loopfilm Teacher explanation and demonstration	**Introduction** Lob and overhand smash **Activity — drills and practice** **Presentation** Loopfilm Teacher explanation and demonstration	**Review** Groundstrokes, serves, volleys and lobs and smash. **Activity — drills** **Presentation** Loopfilms Individual attention	**Introduction** Singles strategy **Activity — observation** **Presentation** Teacher explanation Handout
Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
Introduction Doubles strategy and Discuss class Doubles Tournament **Activity — begin tournament** **Presentation** Lecture Handout	**(Continue)** Doubles Tournament	**(Continue)** Doubles Tournament	**(Continue)** Doubles Tournament	**(Continue)** Doubles Tournament

Additional teaching aids

1. Handouts
2. Word puzzles
3. Loopfilm — *Men's and Women's Tennis*, The Athletic Institute
4. Speaker — local club pro
5. Magazines
6. United States Tennis Association — films, printed materials

Pine Mountain Middle School, Cobb County

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E. Outdoor Education

Outdoor education in the middle school physical education program ideally takes place in the natural environment. Students learn to appreciate the outdoors in a realm other than organized sports. Outdoor education and physical education together provide physical activities and adventures in a completely different realm. The outdoor laboratory can teach students skills needed for a lifetime of recreation in camping, fishing, backpacking, canoeing and other activities.

1. Adventure Activities

Activities in this section were developed by the staff of Project Adventure* in Hamilton, Massachusetts, and appeared in their publication, *Cowstails and Cobras.*

A. The goals of Project Adventure activities are as follows.

1. To increase the participants sense of personal confidence. The aim of many of the activities is to allow the students to view themselves as increasingly capable and competent.
2. To increase mutual support within a group. The activities are based on the assumption that anyone who conscientiously tries should be respected. Success is less important than making an effort. In many cases, the success or failure of a group activity depends on the cooperative support and effort of the members.
3. To develop an increased level of agility and coordination. A number of activities require balance and smoothly flowing movement. Activities are designed so that successful completion results in a feeling of personal accomplishment and worth.
4. To develop an increased joy in one's physical self and in being with others. The activities are designed so that the fun element is constant.
5. To develop an increased familiarity and identification with the natural world. Most of the activities are held outdoors and many of them require forest conditions.

B. Introductory Activities

1. Activities that promote coordination and limberness
2. Activities for covering distance
3. Preliminary trust activities
4. Activities stressing safety and how to take a fall
5. Activities acquainting the students with handling rope, tying knots and belaying

C. The Ropes Course (sample elements)

1. *Tension Traverse.* A triangular design composed of cables which the students attempt to traverse with only the support of a rope suspended overhead.
2. *Wild Woosey.* Two people attempt to make their way to the end of two diverging wires without either participant falling off.
3. *Bosun's Chairs.* An arrangement of swing-like chairs suspended in line so that a student may traverse from one end to the other.
4. *Fidget Ladder.* A ladder composed of rope and wood and suspended by a single point top and bottom.
5. *Swinging Log.* A balance log attached at both ends with a free-swinging rope or wire.

(*Note:* There are high and low elements of the rope course. For more information contact Project Adventure.)

D. Group Activities (Initiative Problems)

1. *The All Aboard.* A 2' x 2' platform on which an entire group must be supported.
2. *Reach for the Sky.* An activity in which competing groups attempt to make a mark as high as possible on a wall or tree trunk.
3. *The Beam.* A group problem in which all members of a group must climb over a suspended beam as quickly and efficiently as possible.

*Project Adventure, P. O. Box 157, Hamilton, Mass. 01936.

4. *The Electrical Fence.* A problem in which a group must cross an imaginery fence using only themselves and a beam.

5. *Nitro Crossing.* A problem in which everyone in the group must swing across an open area and successfully transport one can of water (nitro) as well.

E. Games and non games

1. *Blindfold Soccer.* A sighted player attempts to guide a blindfolded partner to kick a soccer ball over the opponent's goal line.

2. *Aerobic Tag.* A game in which a team attempts to maintain possession of an object such as a frisbee, hula hoop or bean bag for a period of time.

3. *Add on Tag.* A game in which two participants hold hands and try to capture others fleeing, hand-in-hand pairs.

4. *Rat Tail* A game of chase in which half the group, the cats, tries to capture the rats by slipping a carabiner through the dangling loops tied in the sling ropes around the waists of the rats.

East Cobb Middle School, Cobb County

Avondale Elementary School, DeKalb County, on Appalachian Trail

2. Hiking and Backpacking

The luxuries of civilization take on a different meaning when one has tried backpacking. A backpacking excursion into a somewhat primitive environment develops a person's self-confidence. The popularity of backpacking has taken its toll on the environment as the untrained and uninformed pollute the wilderness. Training is therefore suggested, not only for safe and successful ventures in backpacking but for preservation of the environment as well.

A. Hiking and Walking*
- Pace
- Distance
- Getting into condition
- Uphill-downhill travel

B. Components of a backpack
- The frame
- Strap adjustments
- Controlled weight distribution
- Hip belt

C. Shelter and sleeping bags
- Self-supporting tents
- Pitching a tent
- Selecting a sleeping bag
- Sleeping pad

D. Food selection
- Weight consideration
- Nutritionally balanced
- Prepacking food
- Selecting a stove

E. Planning a trip
- Types of clothes
- Map and compass
- Obtaining information on trails
- Attending to the essentials

*Manning, Harvey, *Backpacking: One Step At A Time*. New York: Vintage Books, 1975.

3. Camping

Team sports offer more opportunities for competition than for cooperation. Cooperative efforts must be planned. Cooperation emerges when a group of students works toward a goal unattainable individually. The students begin to recognize, value, tolerate and make use of different talents within the group. Camping is an activity that fosters cooperation.*

The following is an actual outline of a camping excursion to Stone Mountain conducted for sixth year students at Murphey Candler School in DeKalb County.

Camping Trip

Proposal. The following is a proposal to take a group of sixth grade students at Murphey Candler School to Stone Mountain for three or four days of Outdoor Education.

Purpose. The purpose of this Outdoor Education Trip is two fold — (1) to teach an appreciation, understanding and awareness of the natural world around us by studying and interacting with that world; and (2) to utilize that world as a stimulus for other learning or creative activities. Underlying the trip is the belief that learning is not and should not be restricted to the classroom, but rather is to be sought in the world around us. Furthermore, it is believed that learning cannot be categorized into compact areas of knowledge but should be interrelated with each discipline augmenting the others. Through the combination of related multi-disciplinary activities and an interaction with the natural world, it is hoped that students will not only acquire new knowledge but will come to appreciate this philosophy.

Instruction. A variety of activities and projects will be prepared in advance by a group of teachers in each area of learning. The activities will be applicable to outdoor education, using the natural environment to acquire new knowledge or to test skills. Activities will include reading and language arts, science, math, art, health, physical education and music. Some activities will be required of all students. Others will be optional. Each activity will be supervised by instructors, resource personnel or parents.

Date. The trip is scheduled to begin _____ and will continue through _____. Students will leave school the afternoon of the first day of the trip and will break camp around noon of the last day.

Location. The camp site will be the Youth Camp at Stone Mountain Park.

Group. The group will be all sixth grade students at Murphey Candler School who have parental permission to join the trip (approximately 65 students). Any student unable to go will remain at Murphey Candler and follow a normal schedule, joining the seventh graders.

Supervision. Responsibility for supervision and discipline will be assumed by three teachers and the principal. During the trip these teachers will be in attendance fulltime. Resource personnel will be asked to lead some activities, and parent volunteers will be on hand to assist. A male teacher or parent will be on hand at all times.

Transportation. Transportation to the camping area will be provided by a group of parents in car pools which will depart from school on the afternoon of the first day. Parents are responsible for arranging transportation to take their children and equipment home on the final day.

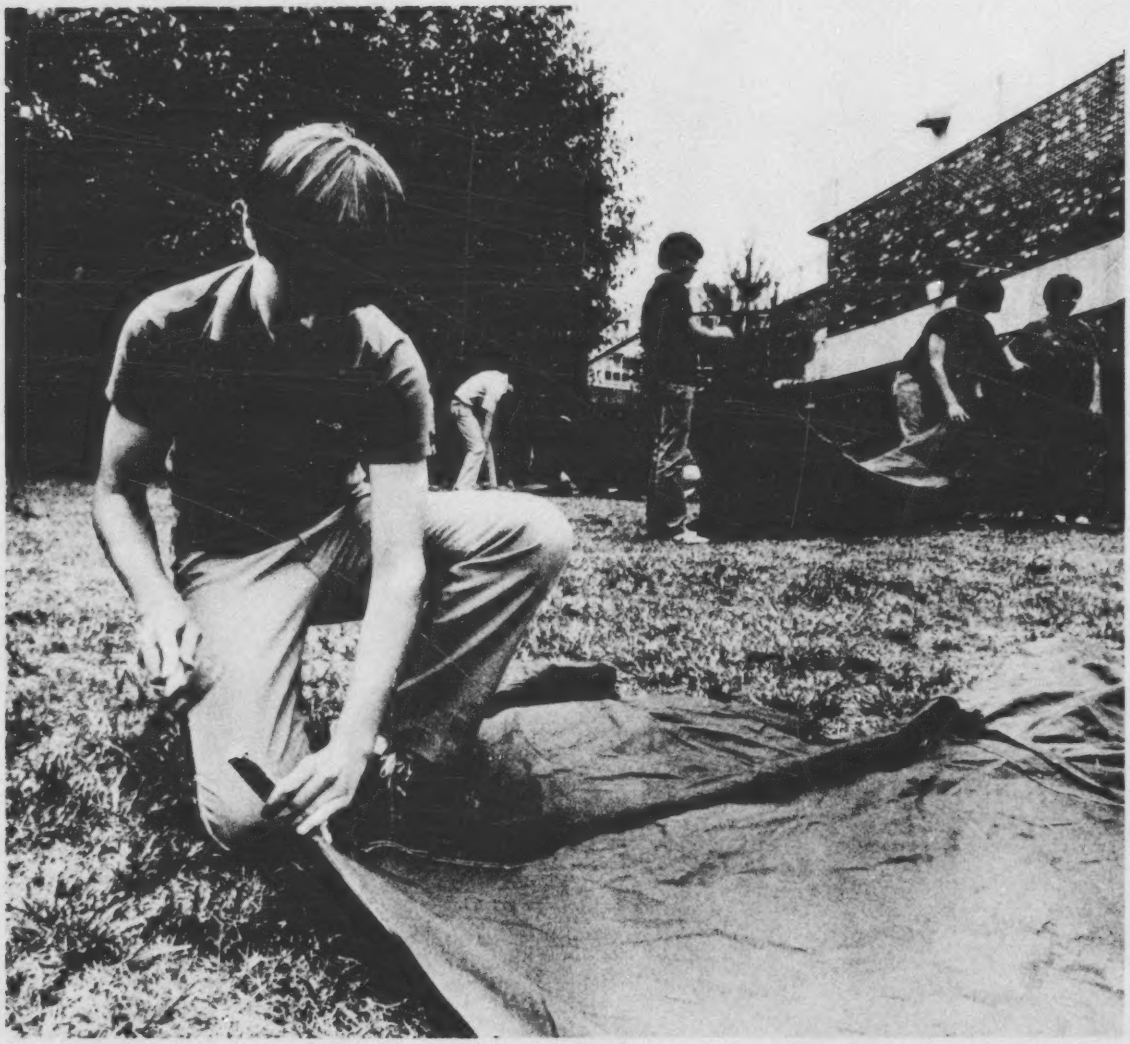
Cost. The cost for the trip will be $12.00 per child and will be assumed by each child's family. This will cover the expenses of providing three meals and a snack each day plus any additional charges required for the use of Stone Mountain facilities (i.e., showers, canoe rental, firewood, etc.)

Food. Two meals a day will be prepared and served by the parents and students. The noon meal will be the regular school lunch and will be transported to the campsite by parents in satellite boxes. Menus will be prepared in advance and supplies for well-balanced meals will be brought to the campsite in advance or by parents as needed. Parents will assume the responsibility for organizing and supplying the food. Students will assist as needed in preparation and clean-up.

Shelter. The campsite has a cabin which can house 30 students. The boys will sleep in tents loaned by student families. The girls will stay in the cabin. Students will supply sleeping bags or bed rolls for their own use. In case of inclement weather there will be sufficient tent or cabin space to shelter all group members.

*Going Camping? *A Basic Guide to Camping with Students.* Hamilton, Mass.: Project Adventure, 1977.

Griffin Middle School, Cobb County



Safety precautions Safety precautions will include the following.

1. Each student will be required to have medical insurance either through a family or school policy.
2. A statement that the child is an adequate swimmer and permission from parents will be required before the child is allowed to participate in any water activity.
3. The home and business phone numbers of each child's parents will be available should the parents need to be reached.
4. Permission from each parent to take a child for medical attention should it be required will be received before embarking on the trip.
5. If a child is on medication of any sort, the medication will be left with a teacher who will oversee its use. Statements from parents must request this.
6. Stone Mountain Park security will be available. An officer patrols the area on a regular basis.
7. Students will not be allowed to leave the designated camp area without permission and supervision.
8. Any student not complying with the regulations and expectations of those in charge will be returned to school or home.

Letter to parents

Dear Parent:

The faculty at Murphey Candler is constantly striving to provide better learning experiences for your child. In keeping with this program of improvement, we are excited to announce that we are sponsoring an Outdoor Education Field Trip for the sixth grade.

The purpose of the trip is to provide learning experiences in the outdoors. The children will study plant, animal, and water ecology; field math and measurement; reading and creative writing; art; athletics; conservation and nature appreciation. Detailed information concerning the trip and its activities may be found in the enclosed letter, which we ask you to read carefully.

An orientation meeting is planned for all parents of students going on the trip. A short slide show on Outdoor Education will be presented. We will also present the schedule, permission slips, list of supplies needed and requests for parent volunteers. A brief question and answer period will follow to cover any issues which may arise.

The meeting will be held in the school cafeteria on _____. We would like to stress the importance of your attendance so that you may fully understand the purpose, details and policies involved in this undertaking.

The success of the trip will depend largely on parent support. So that the faculty and students may devote themselves to learning activities, we would like to call upon parents for help in organizing transportation, food and supplies. This is a time when parents may become actively involved in their children's education and have fun, too. We hope you will be able to give us your support and help when called upon. If you are unable to attend the orientation meeting, but would like to help in organizing the trip, please complete the checklist provided.

We are looking forward to seeing you _____ evening and hope that you are as excited about this undertaking as we are.

Sincerely,

Questionnaire

I will be able to attend the orientation meeting on _____.
Yes ☐ No ☐

I will be able to assist in the following areas.

- ☐ Transportation to and from campsite
- ☐ Organizing food supplies
- ☐ Preparation of meals
- ☐ Furnishing necessary camping supplies
- ☐ Camp at the site for one or two nights
- ☐ Sponsor or assist in daily activities
- ☐ Assist in setting up and breaking campsite

Parent signature _____

Phone _____

Schedule

Wednesday

3:00 – 3:30	***Arrive at campsite*** — Settle in, snacks available
3:30 – 4:00	***Orientation meeting at campfire area***
4:00 – 7:00	***Hike up Stone Mountain*** — Ecology scavenger hunt
7:00 – 7:15	***Rest and clean-up*** — Cooks report
7:15 – 7:45	***Dinner***
7:45 – 10:00	***Astronomy*** — Star gazing and charting
	Groups AB 8:00 – 9:00
	Groups CD 9:00 – 10:00
10:00 – 10:30	***Campfire*** — meeting and snack
10:30 – 11:00	***Prepare for bed***
11:00	***Taps*** — All lights out and all campers in tents

Thursday

6:30 – 7:00	***Reveille*** — Awake and dress
7:00 – 7:15	***Clean-up*** — Cooks report
7:15 – 7:30	***Morning exercise***
7:30 – 8:00	***Breakfast***
8:00 – 10:00	***Fishing***—Pole construction and bait digging
	Groups AC 8:00 – 9:00
	Groups BD 9:00 – 10:00
	Spider study
	Groups BD 8:00 – 9:00
	Groups AC 9:00 – 10:00
10:00 – 12:00	***Water study***
	Groups AD 10:00 – 11:00
	Groups BC 11:00 – 12:00
	Sand art
	Groups BC 10:00 – 11:00
	Groups AD 11:00 – 12:00
12:00 – 12:30	***Lunch***
12:30 – 1:15	***Quite time*** — Reading and journals
1:15 – 3:00	***Canoeing*** — Groups AB
	Orienteering — Compass reading and map making
	Groups CD
3:00	***Snacks available***
3:00 – 5:00	***Fishing***
	Groups AC 3:00 – 4:00
	Groups BD 4:00 – 5:00
	Group interaction experiments — Tree and maze
	Groups BD 3:00 – 4:00
	Groups AC 4:00 – 5:00
5:00 – 5:30	***Group interaction experiments*** — Animal sounds
5:30 – 5:45	***Clean-up*** — Cooks report
5:45 – 6:30	***Dinner***
6:30 – 7:30	***Sense awareness*** — Blind walk
7:30 – 8:00	***Free time***
8:00 – 9:00	***Square dance and cloggers***
9:00 – 10:00	***Campfire*** — Oral reading, songs, meeting, snack
10:00 – 10:30	***Prepare for bed***
10:30	***Taps*** — All campers in tents and all lights out

Friday

6:30 – 7:00	***Reveille*** — Arise and dress
7:00 – 8:00	***Sunrise pathfinders*** — Historical identification
8:00 – 8:30	***Breakfast***
8:30 – 9:30	***Field math*** — Pacing and body measurement
9:30 – 11:30	***DeKalb County Rescue Unit***
	Groups AD 9:30 – 10:30
	Groups BC 10:30 – 11:30
	Natural art — Pigment painting
	Groups BC 9:30 – 10:30
	Groups AD 10:30 – 11:30
11:30 – 12:00	***Lunch***
12:00 – 1:45	***Canoeing*** — Groups CD
	Orienteering — Compass reading and map making
	Groups AB
1:45 – 4:00	***Environmental discoveries*** (at mountain)
	Groups AC 2:00 – 2:50
	Groups BD 2:50 – 3:40
	Learning about snake bites (at mountain)
	Groups BD 2:00 – 2:50
	Groups AC 2:50 – 3:40
4:00	***Snacks available***
4:00 – 5:30	***Quite time***
	Girls 4:00 – 4:45
	Boys 4:45 – 5:30
	Fishing
	Boys 4:00 – 4:45
	Girls 4:45 – 5:30
5:30 – 6:15	***Preparation of skits***
6:15 – 7:00	***Dinner***
7:00 – 8:00	***Presentation of skits***
8:00 – 8:30	***Campfire*** — Songs
8:30 – 9:30	***Night hike*** — Reflections
9:30 – 10:00	***Campfire*** — Meeting and snack
10:00 – 10:30	***Prepare for bed***
10:30	***Taps*** — All lights out and all campers in tents

Saturday

7:00 – 7:30	***Reveille*** — Arise and dress
7:30 – 7:45	***Clean-up*** — Cooks report
7:45 – 8:00	***Morning exercise***
8:00 – 8:30	***Breakfast***
8:30 – 10:00	***Soil study***
10:00 – 11:00	***Creative writing*** — The Ballad of Stone Mountain
11:00 – 11:30	***Evaluative meeting***
11:30 – 12:30	***Break camp***
12:30	***Campers depart*** — after checking out with teacher

*Going Camping? A Basic Guide to Camping with Students. Hamilton, Mass.: Project Adventure, 1977.

4. Canoeing

One of the most popular watercraft is the canoe. It is also one of the few usable in a physical education program. An introduction to the terminology, techniques and management of the canoe will provide not only enjoyment but a foundation for using more complex craft.*

A. Terminology

Bow — the forward part of the canoe
Stern— the rear part of the canoe
Port — to the left side
Starboard — to the right side
Beam — width of canoe at widest part

B. Paddle

Blade — fan-shaped part which enters the water
Throat — part immediately above blade
Shaft — long slender part of paddle
Grip — small t-shaped hand grip at the top

C. Boarding and debarking

1. When canoe is alongside a pier enter it at a point near amidship.
2. The canoe is held by the stern paddler while the bow paddler steps aboard and moves to position.
3. The stern paddler enters and backs into position while the bow paddler steadies the canoe against the pier.
4. Keep weight low while entering and leaving the canoe.
5. The order is reversed when debarking.

D. Paddling strokes

1. ***Bow Stroke.*** In this stroke the paddle is held at the grip by one hand while the other hand grasps the shaft several inches above the blade. The bottom arm pulls directly backward as the upper arm drives forward from the shoulder.
2. ***Backwater Stroke.*** This stroke is used to move the canoe backward or stop headway. It starts where the bow stroke stops, reversing the arm movements given above.

*American Red Cross, *Basic Canoeing*, Washington, D. C.

Bob Mathis Elementary School, DeKalb County, at Stone Mountain Park

3. ***Draw Stroke.*** This stroke moves the canoe sideways toward the paddling side with a reach and pull motion of the blade.
4. ***Pushover Stroke.*** This stroke moves the canoe sideways away from the paddling side and is the reverse action of the draw stroke.
5. ***J Stroke.*** This is a steering stroke used by the stern paddler to steer or correct the direction of the canoe. It resembles the bow stroke with the addition of an outward hook for bringing the canoe back on course.

E. Other teaching considerations

1. ***Achieving Trim.*** Teamwork is necessary to achieve trim or stability with canoeists stroking at the same time to the lead of bow paddler.
2. ***Safety.*** Overboard practice or self-rescue techniques should come early in a canoe skills unit.
3. ***Canoe handling under adverse conditions.*** Keeping weight low in wind and into waves.
4. ***Care and transporting.*** Preventive maintenance and techniques of overland and automobile transporting.

5. Cycling

The popularity of the 10-speed bicycle increased phenomenally the number of bicycles in use in this country. More people are riding bicycles for exercise today than ever before. As we become more urbanized, more people crowd our busy streets. Bicyclists are among them, and bicycle injuries have increased. An organized program of instruction can result in more responsible behavior while cycling but actually result in a more enjoyable cycling experience.

A. Fundamentals of bicycling safety*
Inspection of bike parts
Making the bike visible
Drive near curb with traffic
Be alert to surface conditions
Clowning on bicycles can be dangerous

B. Basic parts of all bicycles
Different types of frames
Braking system
Chain drive and guard system
Front fork and tires
Keeping all parts properly adjusted

C. Skill in manipulating the bicycle
Mounting and dismounting
Riding straight line
Controlled stopping
Balancing and dodging
Short radius turn

D. Considerations in buying and maintaining a bicycle

1. Be sure to buy a bike that can be adjusted to fit as growth occurs
2. Check for two types of clearances, pedal — front and fender and pedal — ground
3. Basic tire inflation and repair
4. Lubrication

6. Spincasting

The popularity of angling and fishing, especially with a rod and line, is as perpetual as the seasons. Both sexes of all ages participate in the sport. Becoming accomplished requires years and great patience, but the motor skill necessary for spincasting is fun and challenging whether the student ever plans to fish. Judging the distance for a cast, using the appropriate amount of force and coordinating the release of the lure to make an accurate cast is an exciting perceptual-motor skill session for any physical education class.

A. Types of casting*
Spincasting
Spinning
Bait-casting
Fly-casting

B. Parts of casting rod and reel
Closed-face reel
Parts of rod

Bicycles, Buy Right, Drive Right, U.S. Consumer Product Safety Commission brochure, Washington, D. C. 20207.

Basic Casting from A to Z. Tulsa, Okla.: Zebco Division, Brunswick Corporation.

Bob Mathis Elementary School, DeKalb County, at Stone Mountain Park

C. Mechanical operation of closed-face reel
Push-button factor in releasing line
Casting action
Reeling the line in
Putting on brakes

D. Skills and drills
Developing lure control for distance
Target practice
Casting for distance
Games and contests

E. Types of lures and bait
Surface lures
Floating diving lures
Deep water lures
Bait selection

7. Orienteering, Map and Compass

Orienteering, from the root word orientate, means finding one's correct location, especially in land navigation. This unit teaches how to read a map and a compass in the great outdoors. Orienteering* resembles cross-country hiking as an enjoyable sport, and requires accuracy in calculating distance and direction.

A. Determining direction and distance

1. Exercises for traveling in a straight line
2. Experimenting with various ways of walking to discover an accurate means of moving toward a visual target
3. Estimation of distance covered to be done by pacing
4. The influence of terrain on accurate pacing

B. Orientation to the compass

1. Finding map directions with a paper circle
2. Introduction to the compass
3. Finding bearings with a compass
4. Shooting a compass bearing

*K. Jellstrom, Bjorn, *Map and Compass — The Orienteering Handbook*, New York: Scribner's, 1976.

C. Traveling by compass

1. Direction finding practice
2. Object course practice (record objects encountered)
3. Returning to original location
4. Completing a circuit

D. Orienteering

1. Compass competition
2. Knowing how to traverse obstacles
3. Allowing for declination
4. Teamwork in orienteering

E. Making and using maps

1. Shooting bearings by maps
2. Making and exchanging maps
3. Reading contour interval maps
4. Using topographic maps

8. Shooting Education

For many people owning a gun opens the door to a multitude of activities. Some enjoy recreational target shooting, others may become involved in competitive shooting and still others participate in hunting. Gun handling requires a knowledge of safety as well as shooting etiquette. The Daisy Shooting Education Program* outlined below is an exemplary program for instructing young shooters in the skills of proper gun handling and marksmanship.

A. Learning about guns
Knowledge of different types of guns and ammunition
Parts of a gun
Rules of proper gun handling
Methods of field gun carry

B. Learning how to aim
Dominant eye exercises
Shouldering exercises
Sighting
Aiming

C. Shooting protocol
Review of target
Prone positions
Sight adjustment
Range firing

D. Skills of marksmanship
Breath control
Trigger control
Firing from kneeling position
Firing from a standing position

**Daisy Shooting Education — 10 Lesson Curriculum*, Rogers, Ark.: Daisy Division, Victor Comptometer Corporation, 1973.

Rockbridge Elementary School, DeKalb County, at Stone Mountain Park

F. Team Sports

1. Basketball

Course Description
Basketball is an exciting, highly competitive, fast-paced and challenging team sport. The diverse elements of the game call for finesse, power, accuracy, stamina, grace, quickness, strength and agility. Mastery of the fundamental skills of dribbling, pivoting, passing, shooting and rebounding is essential. Players develop individual skills in one-on-one confrontations and collective skills during team play. The object of the game is to score more points than the opponents.*

Course Objectives
The student will be able to

1. demonstrate knowledge of rules, scoring, terminology, offensive and defensive strategy of basketball through class participation and written examinations;
2. explain and demonstrate the proper use and care of equipment and explain safety rules specific to basketball;
3. develop a sense of cooperation, fair play and sportsmanship through class participation and display appropriate behavior toward game officials, opponents and teammates;
4. demonstrate proficiency in the various skills of basketball;
   A. successfully dribble using either hand, change speeds and change directions;
   B. perform a pivot correctly without violation;
   C. execute five types of passes;
   D. execute four types of shots;
   E. execute guarding and rebounding techniques without fouling;
   F. perform special game situations with complete understanding and without game delay.

Fundamental Skills
Basic stance — offensive and defensive
Dribbling — control, speed and change of direction
Pivoting
Faking and moves
Passing — chest, bounce, flip, overhead and baseball
Catching
Shooting — lay-up, jump, one and two hand set and hook
Rebounding
Guarding
Special game situations — jump ball, free throw and out of bounds
Team offense
Team defense
Scoring
Terminology

Safety

1. Physical fitness and conditioning are of great importance in offsetting the potential for injury.
2. Many injuries can be prevented by a proper and thorough warm-up.
3. Players may play with knee pads to avoid abrasions from falling on the court.
4. For players who wear glasses or contact lens, precautions should be made to prevent eye injuries.

Equipment
Basketballs
Basketball goals and nets
Scrimmage vests
Scoreboard

2. Field Hockey

Course Description
Field hockey is the world's second most popular participation sport. It combines the continuous action and some of the strategy of ice hockey, the teamwork of basketball, the timing of baseball and the stamina of long distance running. Field hockey is a team sport where everybody touches the ball many times during a game. A player must know how to hit, push, flick, stop, pass, shoot and clear. Only the goalkeeper is allowed to kick the ball.*

Course Objectives
The student will be able to

1. demonstrate knowledge of rules, scoring, terminology, player position, responsibili-

*_Basketball_. The Athletic Institute, 1977.

*_Field Hockey_. The Athletic Institute, 1977.

Basketball
(Three Week Unit)

Day 1	Day 2	Day 3	Day 4	Day 5
Introduction 1. Overview of sport — rules, history, equipment, etc. 2. Basic stance — offensive and defensive **Activity — drill** **Presentation** Lecture and handout Teacher explanation and demonstration	**Introduction** Dribbling and pivoting **Activity — drills** dribbling — nondominant hand dribbling — nondominant hand control and speed around cones — change of direction **Presentation** Teacher demonstration Loopfilm	**Review Dribbling** **Introduction** Passing and catching **Activity — drills with partner** chest bounce overhead flip baseball **Presentation** Teacher demonstration Loopfilm	**Review** Dribbling and passing **Activity** **Presentation** Loopfilm Individual attention	**Introduction** Shooting — lay-up **Activity — drills** walk through without dribbling right side left side middle **Presentation** Teacher demonstration Loopfilm
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
Introduction Shooting — one and two hand set **Activity — drills** two hand one hand **Presentation** Teacher demonstration Loopfilm	**Introduction** Rebounding and guarding **Activity — drill** one on one three on two **Presentation** Teacher demonstration Loopfilm	**Introduction** Faking and moves **Activity** **Presentation** Loopfilms Individual attention	**Introduction** Special game situations Offensive and defensive strategy **Activity — observation** **Presentation** Teacher explanation and demonstration	**Review all skills** **Activity** Three on two **Presentation** Individual attention
Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
Introduction Selection of teams Round Robin Tournament **Activity** — playing the game **Presentation** Teacher explanation	**(Continue)** Round Robin Tournament	**(Continue)** Round Robin Tournament	**(Continue)** Round Robin Tournament	**(Continue to completion)** Round Robin Tournament

Additional teaching aids

1. Handouts
2. Word puzzles
3. Exhibitions — local college or high school team
4. Field trip — Atlanta Hawks game, local college or high school
5. Speaker — Atlanta Hawks team representative
6. Loopfilm — *Basketball*, The Athletic Institute (men's and women's)
7. Activities — sideline basketball

ties, offensive and defensive strategy through class participation and written examinations;

2. explain and demonstrate the proper use and care of equipment and explain safety rules specific to field hockey;
3. develop a sense of cooperation, fair play and sportsmanship through class participation and display appropriate behavior toward game officials, opponents and teammates;
4. demonstrate proficiency in the various skills of field hockey;
   A. hold and carry the hockey stick without violating the rules;
   B. execute dribbling, feinting and dodging;
   C. legally stop the ball (field) with the stick and with the hand;
   D. perform three methods of tackling without fouling;
   E. successfully pass the ball to a teammate during a game;
   F. execute five types of shooting;
   G. explain and demonstrate the role and responsibilities of the goalkeeper and the goalkeeping skills of stopping, clearing and defending a penalty shot;
   H. perform special game situations with complete understanding and without game delay.

Fundamental Skills
Grip and carrying the stick
Dribbling
Passing
Feinting and dodging
Shooting — hit and reverse hit, push and reverse rush, flick, scoop, penalty stroke
Stopping the ball (fielding) — with stick, with hand
Tackling — jab (straight), open-side (left-hand lunge), reverse stick (circular)
Goalkeeping — kicking, stripping the ball, clearing, defending the penalty shot
Special situation — bully, free hits, penalty corner, push-in, penalty stroke
Offensive strategy
Defensive strategy
Player position responsibilities
Scoring
Terminology

Safety

1. Physical fitness and conditioning is of great importance in offsetting the potential for injury.
2. Provide sufficient time for a thorough warm-up period before every game and practice session.
3. Mastery of the techniques of stick work and footwork will help to eliminate dangerous play and costly injuries.
4. Personal contact with opponents should be avoided at all times. Collisions can result in serious injury.
5. The stick should be free of splinters and sharp edges and shin guards should be worn at all times.
6. The playing field should be free of rocks, holes and obstructions.

Equipment
Sticks
Balls
Shin guards
Scrimmage vests
Goals
Goalkeeper's pads
Goalkeeper's gloves
Goalkeeper's face mask

3. Flag Football

Course Description
Flag football provides many of the experiences of the regular game with less risk of injury. It involves most of the fundamental skills — passing, receiving, running, ball carrying, centering and kicking. Instead of tackling, players pull a flag from the ball carrier and blocking is modified or excluded. Players must develop individual skills for each position and collective skills for team play. The object of the game is to advance the ball legally across the opponent's goal line by running, passing or kicking.

Course Objectives
The students will be able to

1. demonstrate knowledge of rules, scoring, terminology, player position responsibilities, offensive and defensive strategy through class participation and written examinations;
2. explain and demonstrate the proper use and care of equipment and safety rules specific to flag football;

3. develop a sense of cooperation, fair play and sportsmanship through class participation and display appropriate behavior toward game officials, opponents and teammates;

4. demonstrate proficiency in the various skills of flag football;
   A. perform the proper offensive and defensive stance correctly;
   B. execute blocking and flag pulling techniques without violating the rules;
   C. successfully carry the ball and catch thrown passes and kicked balls;
   D. execute three methods of passing;
   E. perform centering techniques correctly;
   F. kick the ball by using a kicking tee and by punting;
   G. perform special game situations with complete understanding and without game delay.

Fundamental Skills

Stance — offensive, defensive
Blocking
Passing — forward, pitch-out, laterals
Handoffs and ball carrying
Receiving — thrown passes, kicked balls
Centering
Kicking — punting, kickoff (using kicking tee)
Tackling — pulling flags
Special situation — fumble, touchback, safety
Player position responsibilities
Team offensive strategy
Team defensive strategy
Scoring
Terminology

Safety

1. The playing field should be free of rocks, holes and other debris.

2. Injuries can be prevented by a proper and thorough warm-up.

3. All rules should be strictly enforced to help prevent injuries.

4. Rough or illegal tactics should never be tolerated. If they occur, the player responsible should be penalized immediately or eliminated from the game.

Equipment

Footballs (junior size)
Flags and belts
Scrimmage vests
Kicking tees
Goals

4. Soccer

Course Description

Soccer is the world's most popular sport for both participation and viewing. It combines the continuous action and some of the strategy of hockey, the teamwork of basketball, the timing of baseball, some of the body contact of football and the stamina of long-distance running. Soccer is a team game where everybody handles the ball many times during a contest. The player must know how to kick, trap, pass, shoot, clear and head. Only the goalkeeper is allowed to catch a ball with his hands.*

Course Objectives

The student will be able to

1. demonstrate knowledge of rules, scoring, terminology, player position responsibilities, offensive and defensive strategy through class participation and written examinations;

2. explain and demonstrate the proper use and care of equipment and safety rules specific to soccer;

3. develop a sense of cooperation, fair play and sportsmanship through class participation and display appropriate behavior toward game officials, opponents and teammates;

4. demonstrate proficiency in the various skills of soccer;
   A. execute four types of kicks;
   B. execute trapping, heading and dribbling techniques;
   C. perform a shoulder tackle and a sliding tackle without violation;
   D. explain and demonstrate the role and responsibilities of the goalkeeper and the goalkeeping skills of catching and clearing the ball;
   E. perform special game situations with complete understanding and without game delay;
   F. successfully pass the ball to a teammate during a game.

Fundamental Skills

Kicking — inside of instep, outside of instep, volley and half-volley backheeling
Trapping — ground ball, mid-air

*Soccer. The Athletic Institute. 1977.

Passing
Heading
Dribbling
Tackling — shoulder, sliding
Throw-in
Goalkeeping, catching — ground ball, medium-high, overhead, punching ball and deflecting over crossbar, diving
Goalkeeping, clearing — underhand, overhand, punt
Special game situations — direct and indirect free kicks, offsides, goals kicks, corner kicks, penalty kicks, throw-ins
Team offensive strategy
Team defensive strategy
Player position responsibilities
Terminology
Scoring

Safety

1. Physical conditioning is the key in prevention of injuries.
2. Personal contact with opponents should be avoided at all times. Collisions can result in serious injury.
3. Provide sufficient time for a thorough warm-up before each practice session and every game.
4. All players should wear shin guards.
5. The playing field should be free of rocks, holes and obstructions.

Equipment
Soccer ball — rubber or leather
Shin guards
Goals
Scrimmage vests

5. Softball (Slo-pitch)

Course Description
The popularity of slo-pitch softball has grown tremendously within recent years. One reason for this popularity is that slo-pitch provides more action for both the batter and the fielders than fast-pitch. Mastery of the fundamental skills of throwing, catching, fielding, pitching, baserunning and hitting is essential. Players must develop individual skills for each position and collective skills for team play. The team with the greatest number of runs at the end of seven innings is the winner.*

Course Objectives
The student will be able to

1. demonstrate knowledge of rules, scoring, terminology, player position responsibilities, offensive and defensive strategy through class participation and written examinations;
2. explain and demonstrate the proper use and care of equipment and explain safety rules special to softball;
3. develop a sense of cooperation, fair play and sportsmanship through class participation and display appropriate behavior toward game officials, opponents and teammates;
4. demonstrate proficiency in the various skills of softball;
   A. execute an overhand and underhand throw correctly;
   B. successfully catch and field ground balls and fly balls;
   C. demonstrate complete understanding of infield and outfield play (e.g., backing up the play, putting out the last runner, double plays, etc.);
   D. successfully bat a pitched ball using the proper grip, stance and swing;
   E. perform baserunning techniques correctly.

Fundamental Skills
Throwing — overhand, sidearm, underhand
Catching
Fielding — ground ball, fly ball
Pitching — grip, stance, delivery, types of pitches
Baseplay — first base, second and third, double play, backing up the play
Hitting — grip and stance, swing
Baserunning
Player position responsibilities
Terminology

Safety

1. Always be alert and watch the ball to prevent being hit by foul balls, overthrows, etc.
2. When awaiting your turn at bat, stay in the designated area (i.e., on deck circle, dugout or behind the backstop).

Women's Softball. The Athletic Institute, 1978.

3. The cardinal rule when batting is never lose control of the bat — never sling it! The bat should always be dropped.
4. Always field balls with the glove hand to prevent injuries to the fingers of the nonglove hand. Never place the nonglove hand in the glove when fielding rather place it behind the glove for support and successful catches.
5. Avoid colliding with a defensive player when running to a base or bases.
6. Always call for flyballs to avoid collisions with fellow outfielders.
7. When fielding fly balls be aware of the location of fences or walls to avoid running into them.

Equipment
Softballs
Gloves and mitts
Bats (wood and aluminum)
Bases and homeplates
Catcher's chest protector
Catcher's face mask
Catcher's shin guards
Pitcher's plate
Backstop
Umpire's indicator
Batting tee

6. Speedball

Course Description
Speedball, a challenging and competitive game, combines the skills of running, kicking, catching, throwing and passing. Elements of football, basketball and soccer are present. As in soccer, the object of the game is to advance the ball down the field to score points.

Course Objectives
The student will be able to

1. demonstrate knowledge of rules, scoring, terminology, player position responsibilities, offensive and defensive strategy of speedball through class participation and written examinations;
2. explain and demonstrate the proper use and care of equipment and safety rules specific to speedball;
3. develop a sense of cooperation, fair play and sportsmanship through class participation and display appropriate behavior toward game officials, opponents and teammates.
4. demonstrate proficiency in the various skills of speedball;
   A. execute dribbling, trapping and heading techniques;
   B. successfully pass the ball to a teammate during a game;
   C. perform a shoulder tackle and sliding tackle without violation;
   D. execute four methods of lifting the ball;
   E. execute three types of kicks;
   F. explain and demonstrate the goalkeeping skills of catching and clearing the ball;
   G. perform special game situations with complete understanding and without game delay.

Fundamental Skills
Dribbling
Kicking — drop kick, punt, place kick
Lifting the ball — to a teammate, one foot, both feet, lifting a moving ball
Trapping
Heading
Tackling — shoulder, sliding
Passing
Goalkeeping — catching, clearing
Special situation — throw-in, toss-up, air dribble, free kick, penalty kick
Offensive strategy
Defensive strategy
Player position responsibilities
Terminology
Scoring

Safety

1. All players should wear shin guards.
2. The playing field should be free of rocks, holes and obstructions.
3. Personal contact with opponents should be avoided at all times. Collisions can result in serious injury.
4. Physical conditioning is the key to prevention of injuries.
5. Always warm up before any game or practice session.

Equipment

Soccer ball	Goals
Shin guards	Scrimmage vests

7. Team Handball

Course Description
Team handball combines the skills of running, jumping, catching, throwing and passing into a fast-moving exciting game. Elements of soccer, basketball, hockey and water polo may be found in the game. The basic objective is to outmaneuver an opponent by passing the ball quickly and then throwing the ball past the defense and goaltender to score.*

Course Objectives
The student will be able to

1. demonstrate knowledge of rules, scoring, terminology, offensive and defensive strategy through class participation and written examinations;
2. explain and demonstrate the proper use and care of equipment and safety aspects specific to team handball;
3. develop a sense of cooperation, fair play and sportsmanship through class participation and display appropriate behavior toward game officials, opponents and teammates;
4. demonstrate proficiency in the various skills of team handball;
   A. successfully pass while stationary and while moving;
   B. execute catching, dribbling and individual defense (guarding) techniques correctly and without violation;
   C. execute four types of shooting;
   D. perform special game situations with complete understanding and without game delay;
   E. explain and demonstrate the responsibilities and techniques of goaltending.

Fundamental Skills
Passing—while stationary, while moving
Catching
Dribbling
Shooting—set shot, jump shot, wing shot, penalty shot
Individual defense (guarding)
Goaltending
Special situations—throw-on, throw-in, free throw, corner throw, goal throw, penalty throw
Team offensive strategy
Team defensive strategy
Scoring
Terminology

Safety

1. The playing field should be free of rocks, holes and other debris.
2. Many injuries can be prevented by taking a thorough warm-up before activity is started.
3. Physical conditioning is the key to preventing injuries.
4. Restrict excessive body contact as a safety precaution.

Equipment
Ball—playground ball or volleyball
Goals
Scrimmage vests

*Team Handball-Nagws Guide. AAHPERD, 1979.

8. Volleyball

Course Description
Volleyball is one of the world's most popular sports and became a part of the Olympics in 1964. It has progressed from a slow tapping sport to a fast, highly competitive and exciting game. Players need quickness, alertness, coordination and stamina. Mastery of the game's six fundamental skills, serving, forearm passing, setting, spiking, blocking and diving and rolling, is important. Teamwork and team strategy have proven to be as important in volleyball as in any other sport.*

Course Objectives

The student will be able to

1. demonstrate knowledge of rules, scoring, terminology, offensive and defensive strategy of volleyball through class participation and written examinations;
2. explain and demonstrate proper use and care of equipment and safety rules special to volleyball;
3. develop a sense of cooperation, fair play and sportmanship through class participation and display appropriate behavior toward game officials, opponents and teammates;

*Volleyball. The Athletic Institute, 1976.

Volleyball
(Three Week Unit)

Day 1	Day 2	Day 3	Day 4	Day 5
Introduction Overview of sport — rules history, equipment, etc. **Activity — class discussion, question and answer** **Presentation** Teacher explanation and demonstration Handout	**Introduction** Set **Activity — drills** wall volley three player triangle pass circle pass **Presentation** Loopfilm Teacher demonstration	**(Continue)** Set **Activity — drills** circle pass straight line pass **Lead up game** Keep It Up **Presentation**	**Introduction** Forearm pass Bump **Activity — drills** circle pass wall volley straight line pass **Presentation** Loopfilm Teacher demonstration	**(Continue)** Bump **Review set** **Activity — drills** Each group competing against each other **Lead up game** Three Hit Volleyball **Presentation**
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
Introduction Serve — underhand sidearm, and overhead **Activity** wall serve serve behind baseline **Presentation** Loopfilm Teacher demonstration	**(Continue)** Serve **Review set and bump** **Activity — drills** serve and receive **Presentation**	**Introduction** Spike and block **Activity — drills** hit from hand wall spike basic spiking drill with passer, setter and spiker wall block spike block **Presentation** Loopfilm Teacher demonstration	**Introduction** Set-up **Review all skills** **Activity — pick favorite drills** **Presentation** Teacher explanation and demonstration	**Introduction** Game situation — rules, rotation, offensive and defensive strategy **Activity — mock game** **Presentation** Demonstration of game
Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
Introduction Selection of teams Round Robin Tournament **Activity — playing a game** **Presentation** Teacher explanation	**(Continue)** Round Robin Tournament	**(Continue)** Round Robin Tournament	**(Continue)** Round Robin Tournament	**(Continue to completion)** Round Robin Tournament

Additional teaching aids

1. Films, *Volleyball, A Sport Come of Age* (1975) and *Volleyball — Dig It* (1974)
2. Filmstrip and record, *Sports in Action: Volleyball*, Encyclopedia Britannica Educational Corporation
3. Loopfilm, *Power Volleyball*, The Athletic Institute
4. Exhibitions, local college or high school team
5. Activities, three team volleyball, sit-down volleyball, blind volleyball
6. Handouts
7. Word puzzles

4. demonstrate proficiency in the various skills of volleyball;
   A. serve a volleyball using any method from behind the baseline over the net;
   B. legally set a volleyball to a teammate;
   C. use the forearm pass to direct the volleyball to a teammate or over the net;
   D. use the spike and block in competitive situations.

Fundamental Skills

Serving—underhand, sidearm, overhand topspin, overhand floater
Passing—forearm pass or bump, set, back set
Spike
Dink
Block—single, double
Net recovery
Dive and roll
Offensive strategy
Defensive strategy
Scoring
Terminology

Safety

1. Volleyball is one of the safest team activities.
2. More injuries occur through lack of proper training, poor conditioning and recklessness instead of from the nature of the game.
3. Most injuries occur at net confrontations, e.g., fingers, thumb or wrist in blocking, ankle sprains from poor landings and knee injuries from collisions under the net.
4. Players may play with knee pads to avoid abrasions from diving and rolling. Proper training and good technique will lessen injuries.
5. Inadequate warm-up and poor technique are often causes of shoulder, elbow and lower back injuries.
6. Report all injuries to your coach or instructor. Never ignore an injury.
7. Good conditioning, proper training, good organization and safe facilities can make volleyball an even safer and more enjoyable sport.

Equipment

Volleyballs—rubber and leather
Nets
Game standards
Portable scoreboard

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G. Gymnastics and Indoor Activities

In this unit students learn various skills in gymnastics and tumbling. They are challenged individually and in competition with others. A definite progression of skills is followed in all gymnastics and tumbling units. Information on spotting and actual practice is given in class. Students develop poise, strength, agility and coordination, and there is opportunity for creation of routines by each student. The fundamentals include stunts and tumbling, balance beam, parallel bars, uneven parallel bars, horizontal bar, long horse vaulting, vaulting, side horse and floor exercise.

1. Stunts and Beginning Tumbling

Course Description
Students are taught fundamental movements in beginning tumbling. Individual and dual stunts are included. Individual routines and skills in the various activities are tested. Spotting techniques are taught.

Course Objectives
Students will

1. develop flexibility, balance, strength and coordination;
2. become more aware of kinesthetic perception, rhythm and timing;
3. learn safety precautions and spotting techniques;

Martin Luther King Middle School, Atlanta City

4. identify and perform adequately individual and dual skills;
5. be challenged to compete with themselves;
6. create a personal tumbling routine.

Fundamental Skills
The following activities are included in this course.

1. Tumbling
   Forward roll
   Backward roll
   Forward pike roll
   Forward and backward straddles
   Dive forward roll
   Handstand
   Handstand forward roll
   Back extension
   Cartwheel
   Round-off
   Front and back walkovers
   Front and back limbers
2. Dual stunts
   Knee to shoulder balance
   Front and back angels
   Double rolls
3. Routines

Safety

1. Correct spotting procedures will be taught and used by all students.
2. Adequate time will be given students to participate in spotting the various skills.
3. Spotting belts may be used where necessary.
4. Exercise for flexibility and strength will precede activities.
5. Students will not be allowed on the tumbling mats unless supervised.
6. Obstructions will be cleared from the tumbling area.
7. Do not force or throw students through movements they are not physically ready to attempt.

Equipment
Tumbling mats
Spotting belt

2. Beginning Balance Beam

Course Description
Students learn basic balance beam skills including mounts, locomotor skills, turns, stationery or static positions, tumbling moves and dismounts. Spotting techniques and safety procedures are taught and used. Routines are an integral part of the unit.

Course Objectives
Students will

1. practice basic skills used on the balance beam;
2. be taught spotting techniques and allowed time to practice;
3. develop appreciation of gymnastics through active participation on the balance beam;
4. develop their kinesthetic awareness and sense of balance;
5. create and perform a balance beam routine.

Fundamental Skills
Beginning balance beam activities are divided into six categories as follows.

1. Mounts
   Front support straddle seat
   Squat mount
   Back hip pullover mount
2. Locomotor skills
   Forward walk
   Backward walk
   Plie walk
   Chasse'
   Step-hop
   Skip
   Waltz
   Slight run
   Slide
3. Turns
   Squat turn
   Standing turn
   Semi-squat turn
   Battement tourney (kick turn)
4. Static or balance positions
   Forward lunge
   Sideward lunge
   One-leg squat

Beginning Balance Beam
(Three Week Unit)

Day 1	Day 2	Day 3	Day 4	Day 5
Introduction history equipment safety procedures requirements **Discuss** chart showing six areas to be studied **Mounts** front support to straddle seat discuss spotting practice mount and spotting	**Review** front support straddle seat **Introduce** squat mount **Practice** mount and spotting **Introduce** back-hip pullover **Practice** mount and spotting	**Review** mounts by allowing students to select one mount **Introduce** forward walk backward walk plie walk chasse	**Warmup** with walks and chasse **Introduce** step hop waltz slide skip slight run	**Warmup** with waltz, slide, skip, run **Introduce** squat turn standing turn semi-squat turn **Introduce** kick turn for more skilled students
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
Warmup with forward walk, chasse, skip, run, one turn **Introduce balances** forward lunge sideward lunge one leg squat V seat	**Warmup** with walks, run, skip, balances **Experiment** on the floor with balance creations **Practice** creations on the beam by combining moves **Discuss** individual routines	**Use AV aids** to illustrate how a routine is created video tapes of meets loop films charts and diagrams books and materials	**Create** individual routines (on floor and on beam) **Practice and review** individually	**Practice** individually
Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
Introduce forward roll and back shoulder roll **Continue** individual practice on routines	**Introduce** three dismounts — allow students to choose one to practice **Continue** routines	**Practice** routines	**Test** routines (draw for testing order)	**Test** routines

V seat
Individual creations and explorations

5. Tumbling
   Forward roll
   Back shoulder roll
6. Dismounts
   Arch jump dismount
   Straddle jump dismount
   Round-off dismount

Safety

1. Correct spotting techniques will be taught and used daily.
2. No student will be allowed on the apparatus until the teacher is present.
3. Mats will be underneath and around the beam at all times with double thickness at the ends.
4. Checks will be made before each class to insure the tightness of all balance beam parts.
5. Concentration and alertness must always be present.
6. Students will practice all activities on the floor before practicing on the balance beam.
7. Spotters with arms up will be alert and stationed along both sides of the performer.

Equipment
Balance beam
Tumbling mats

Riverdale Junior High School, Clayton County

3. Beginning Parallel Bars

Course Description
Through participation students become familiar with basic moves on the parallel bars. It is important to determine the student's strength before these activities are attempted. Mounts, dismounts, travels, supports and balances are included in this unit.

Course Objectives
Students will

1. develop their balance, coordination and timing through maneuvers practiced on the bars;
2. develop strength in the arms, chest and back;
3. spot activities performed by other students on the parallel bars;
4. participate in activities that challenge skills and competitive spirit.

Fundamental Skills
Travel forward
Travel backward
Hop forward
Hop backward
Straddle seat, travel front
Straddle seat, travel back
Straddle seat, front roll
Straddle seat, back roll
Front support mount
Single cut with right and left leg (mount)
Single leg cut off backward (dismount)
Single leg cut back to support on bars
Double leg cut off backward (dismount)
Single leg cut in middle of bars
Swings in front support position
Dips without swings
Upper arm swing
Front uprise
Shoulder stand from straddle position on bars
L seat
Support turn

Safety

1. Check equipment thoroughly, making sure rails are level and in good condition.
2. Mats should be placed around and beneath the parallel bars.
3. Have chalk available for use as needed.
4. Use spotters properly positioned along the bars.
5. Use bars at low level when learning skills.

Equipment
Parallel bars
Mats
Chalk

Parallel Bars
(Three Week Unit)

Day 1	Day 2	Day 3	Day 4	Day 5
Introduce front support travel forward travel backward **Introduce** spotting techniques	**Review** travels and spotting **Introduce** forward and backward hop **Practice**	**Introduce** straddle seat travel front and back straddle seat front roll	**Review** straddle seat front roll **Introduce** straddle seat back roll **Practice**	**Review** — allow each student to select one activity to perform **Introduce** single cut right and left leg (mount) **Practice**
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
Review and practice mounts travels rolls **Introduce** single leg cut back to support on bars	**Introduce** support turn L seat single leg cutoff backward **Practice**	**Review** support turn single leg cutoff backward **Introduce** double leg cutoff backward	**Introduce** swings front support upper arm dip without swing **Practice**	**Review and practice swings** **Introduce** front uprise
Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
Review front uprise **Introduce** single leg cut in middle of bars **Practice**	**Practice** — ask students to combine three moves of their choice and perform these on the bars (make sure spotters know what they will perform) and rotate throughout the class using many combinations of moves	**Introduce** shoulder stand from straddle position on bars single leg cutoff backward (dismount) **Practice**	**Introduce** double leg cutoff backward (dismount)	**Test** — students will select one card at random (listing 4—6 activities to be performed on the bars) and then perform the activities listed

4. Beginning Uneven Parallel Bars

Course Description
This course teaches basic knowledge and skills needed to perform on the uneven parallel bars. These include grips and positions, mounts, balances, circling moves, swinging moves, connecting moves, kipping and dismounts.

Course Objectives
Students will

1. exercise before class to strengthen the upper arms, shoulder girdle and abdominal region;
2. explore body movement on the uneven parallel bars as a means of overcoming fear;
3. understand the importance of continuity and smoothness of a routine by the emphasis placed on short sequences of two or three moves;
4. identify through discussion and individual performance the skills taught;
5. create and perform individual routines;
6. develop a greater appreciation through experience, of the skills required to perform on the uneven parallel bars;
7. learn correct safety procedures and spotting techniques and demonstrate them with other class members.

Fundamental Skills

1. Grips

Regular
Reverse
Overgrip
Undergrip
Mixed grip
Crossed grip

2. Positions
   Front support
   Rear support
   Stride support
   Front lying support
   Rear lying support
   Long hang
3. Mounts
   Front support
   Straddle shoot
   Back hip pullover
4. Balances
   V seat
   One leg squat
   Scale
   Swan
5. Circling
   Back hip circle
   Single knee up
   Single knee back
   Mill circle forward
   Front hip circle (optional)
6. Swinging
   Cast
   Cast wrap
7. Connecting
   Back hip pullover to high bar
   Double-leg bounce, low to high bar
   Basket
8. Kipping
   Single-leg stem rise
   Glide kip (optional)
9. Dismounts
   Single-leg flank off low bar
   Pike forward roll off high bar
   Cast off to rear
   Cast off to rear quarter turn

Safety

1. Always check bars to make sure they are secure in their supports.
2. Place mats under and around the equipment with double thickness in front and behind bars for mounts and dismounts.
3. Use chalk to prevent injury to hands.
4. Use two spotters when learning new moves.
5. Do not continue to work when hands feel too hot or tired.
6. Always have competent spotters assisting.
7. Remove any unused equipment, from the immediate area. Such as reuther boards or chalk stands.

Equipment
Uneven parallel bars
Tumbling mats
Chalk

5. Beginning Horizontal Bar

Course Description
The beginning course on the horizontal bar includes basic grasps, swings, circles and movements. Proper conditioning is necessary for students enrolled in this unit.

Course Objectives
Students will

1. learn basic movements on the horizontal bar through instruction and practice;
2. overcome fears through planned activities that produce success at individual levels;
3. explore movement in many directions while controlling their bodies;
4. share the responsibilities of spotting with other members of the class through a rotation system.

Fundamental Skills
The following basic skills serve as an introduction to horizontal bar.

1. Grasps
   Overgrasp
   Undergrasp
   Mixed grasp
2. Swings
   Simple swing (back and forth)
   Swinging half turns
3. Additional movements
   Pull-over
   Backward pull-over
   Stride circle forward

Stride circle backward
Single knee inside rise
Single knee outside rise
Forward hip circle
Back hip circle
Underswing, cast from top
Kip with overgrip
Stride rise

4. Dismounts
   Hip swing, front vault dismount
   Hip swing, flank vault dismount

Safety

1. Check all parts of the bar and cables making sure they are secure.
2. Use plenty of mats around the bar, especially in the dismount area.
3. Use chalk when needed.
4. Make sure students working on the bar have a firm and secure grip.
5. Whenever possible work with bar at low heights when learning new skills.
6. Work in short periods since there is danger of the hands tearing or blistering.
7. Hand guards should be available to help prevent injury.
8. Use spotters while learning skills.

Equipment
Horizontal bar
Mats
Chalk
Hand guards

6. Long Horse Vaulting and Vaulting

Course Description
Vaulting may be divided into two categories, long horse vaulting for men and vaulting for women. Vaulting consists of an approach, pre-flight, body of the vault, after-flight and landing. Each of these will be explored in this unit along with such vaults as the squat, straddle, stoop, flank to left, rear vault to right and handspring.

Course Objectives

1. to teach students various activities using a reuther board;
2. to enable students through practice to vault with a sense of accomplishment after each vault;
3. to allow students to experience body control while vaulting;
4. to teach vaults that enable them to experience a supple and graceful body through free flight;
5. to teach spotting techniques.

Fundamental Skills

1. Special conditioning exercises
   A. Consecutive vertical jumps from the floor, reuther boards or minitramps
   B. Sprints
   C. Sequences of runs to the reuther board, punching off with different landings on the mats
2. Technique activities
   A. Discussion and demonstration of the approach, take-off, preflight, body position, after-flight and landing
   B. Participation activities designed to break down the components of a vault.
   Demonstrations
   Books with detailed sequence of a vault
   Loop films
   Use of judging sheets to identify components of a vault
3. Women's Vaulting
   Squat
   Straddle
   Flank vault to left
   Rear vault to right
   Stoop vault (optional)
4. Men's long horse vaulting
   Squat (far end)
   Straddle (far end)
   Stoop (far end)
   Handspring (far end) (optional)
   Squat (near end)
   Straddle (near end)
   Stoop (near end) (optional)

Safety

1. Always check to make sure the horse is secure in its supports.
2. Clear away any obstructions from the runway and the vaulting area.

3. If a crash pad is not available, double mat thickness for landings.
4. Check reuther board to make sure there are rubber grips on the bottom to prevent slipping.
5. Beginners should have at least two spotters until a vault is perfected.
6. Spotters should be instructed correctly on the procedures used for each vault performed.

Equipment
Vaulting horse
Reuther board
Mats and crash pad

7. Beginning Side Horse

Course Description
This unit is an introduction to side horse vaulting. Emphasis is on exploratory activities so students may better understand movement. Basic positions, swinging moves, basic travel movements, mounts and dismounts are the foundation of this course.

Course Objectives
Student will

1. develop knowledge and experience in gymnastics by attempting movements on the side horse;
2. maintain body control, support, strength and flexibility by swinging from the shoulder girdle;
3. practice proper spotting techniques;
4. progress at their own pace throughout many of the activities;
5. understand the importance of center of gravity, thrust, momentum, beat and rhythm while practicing various movements on the side horse;
6. be able to accept success and be challenged by failures.

Fundamental Skills

1. Basic positions
   Front support
   Rear support
   Straddle support
   Straddle feint
   Support feint
2. Swinging exercises
   Left leg forward and backward
   Right leg forward and backward
   Forward and backward combination
   Stride swing to right
   Stride swing to left
   Single leg circle from front support, right and left leg clockwise
   Single leg circle from front support, right and left leg counterclockwise
   Single leg circle from rear support, right and left leg clockwise
   Single leg circle from rear support, right and left leg counterclockwise
   Front and reverse scissors
   Double leg circle
3. Basic travel movements
   Single leg side travel to front support
   Single leg travel to rear support
   Single leg Moore
4. Mounts
   Moore mount
   Double rear mount
   Single back-in mount
5. Dismounts
   Loop dismount with one-half twist
   Feint rear dismount

Safety

1. Always check the horse and make appropriate adjustments before each performer uses its.
2. Have all mats placed under and around working area.
3. Have students place hands on the pommels or horse before mounting rather than jumping up and grabbing the horse.
4. Instruct students to reach for any part of the horse if they are about to fall.
5. Make sure spotters are knowledgeable about what the performer is practicing.

Equipment
Side horse vault (pommels)
Mats
Chalk

8. Beginning Floor Exercise

Course Description
This unit introduces the basic movements of floor exercise routines. Students create individual routines from the skills taught. When possible, students should take a beginning tumbling course before taking part in this unit.

Course Objectives
Students will

1. create and perform individual routines using skills taught in class;
2. develop a helping attitude through work with and spotting of other students who experience difficulties;
3. match music to their own routines;
4. develop their knowledge of gymnastics, their skills and self-confidence through performance of a routine;
5. develop their strength, sense of timing and rhythm and individual styles through performance of planned routines.

Fundamental Skills
Floor exercise for men and women varies in many respects. Therefore discussion of these activities is separate.

Floor exercise for women is divided into seven categories.

1. Poses
   Kneeling arch
   Lunge
   Lunge with crossed arms
2. Jumps and leaps
   Tuck jump
   Stag jump or leap
   Stride leap
3. Floor movements
   Back shoulder roll to chest roll
   Sit spin
   Straddle spin on back (optional)
4. Turns
   Chaine' turn
   Toure Jete'
5. Locomotor patterns
   Walk in curved pattern

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Low walk to arabesque
Skip
Run

6. Stunts and flexibility moves
   Dive cartwheel
   Front handspring
   All activities taught in beginning tumbling

7. Positions
   Splits
   V sit
   Scale

Floor exercise for men is divided into five categories.

1. Agility movements
   Scissors kick
   Straddle jump toe touch
   Forward straddle roll
   Back extension
   Back extension half turn
   Valdez
   Stoop-through to rear support

2. Tumbling
   Dive forward roll
   Front handspring
   Flip-flop
   Back somersault
   All activities taught in beginning tumbling

3. Balances
   Front scale
   Side scale
   Swedish fall
   Headstand
   Handstand

4. Flexibility
   V sit
   Splits
   Walkovers

5. Strength
   Knee lift to handstand
   Foot lift to handstand
   Stiff press
   Bent arm lever (optional)

Note *that proper conditioning is essential for students to gain the full benefit of these activities. Students should never be allowed to attempt activities unless they are physically and gymnastically ready.*

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Safety

1. Make sure the tumbling area is free of obstructions.
2. Mats should fit securely at all junctions.
3. Use properly prepared spotters for all movements.
4. Make sure students fully understand what they are to do before attempting movements.
5. Allow time for an adequate warm-up before each class.
6. Allow students to progress at their own rates.
7. Proper conditioning is an aid in all gymnastics.

Equipment

Floor exercise pad if possible or combination of mats
Record player
Tape recorder and player

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H. Rhythms and Dance

1. Fundamentals of Rhythm and Dance

Course Description
Students learn direction, level, range, force and focus in the exploration of space through music and dance. This unit contains objectives, concepts and skills to be developed, preparatory techniques, relaxation techniques, fundamental steps, metric patterns and a list of resources.

Course Objectives

1. To provide students opportunities to develop sensitivity to musical sounds and to relate to them through movement in many different ways;
2. To provide students with experiences with basic locomotor and non locomotor movements and their combinations;
3. To provide students with opportunities to use movements in creative and expressive dance.

Time needed
Minimum of 10 class periods

Student Objectives
Students will

1. demonstrate knowledge of how relaxation techniques free the body from unnecessary tension;
2. perform basic locomotor and non locomotor movements and combinations within a conceptual framework;
3. demonstrate an understanding of musical time by responding with appropriate body movements to various metric patterns;
4. demonstrate through movement an understanding of direction, level, range and focus as they relate to exploration of the dancer's space;
5. demonstrate through movement an understanding of force as it relates to quality of movement performed rhythmically in the exploration of the dancer's space;

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6. demonstrate muscular coordination and efficient movement habits.

Concepts To Be Developed

1. Space
   Direction
   Levels
   Range of movement
   Focus
   Body shape
2. Time
   Rhythmic patterns
   Metric patterns
3. Force
   Sustained movement
   Percussive movement
   Swinging movement
   Vibratory movement

Skills To Be Developed

1. Relaxation techniques
   Breathing
   Tension and relaxation of body parts (progressive relaxation)
2. Locomotor and non locomotor skills and their combinations

Locomotor	Nonlocomotor
walking	bending
running	stretching
leaping	twisting
jumping	rotating
hopping	swinging
rolling	swaying
skipping	pushing
sliding	pulling
galloping	striking
	dodging
	bouncing
	falling
	turning

3. Posture skills (knowledge of how to stand correctly, shift weight easily, balance on one foot, and sit, rise, walk, run, leap, etc., with control)

   Standing
   Sitting
   Rising
   Balancing
   Carrying

Preparatory Techniques

1. Use free, big body movements.
2. Practice with both sides of body.
3. Exercise all parts of the body, using full extensions.
4. Thoroughly warm up muscles in feet and legs before doing lessons on leaping and jumping.
5. Use sitting, kneeling and lying down exercises initially, then standing and moving exercises.

Some Suggested Standing Exercises

1. Body and arm swings for general relaxation.
2. Forward and backward gentle bounces for back and hamstring stretching.
3. Sideward arm and body swings for relaxation and lateral stretching and strengthening of the torso.
4. Squat to straighten for hamstring stretches.
5. Lateral bounces (gentle) for outward rotation at the hips.
6. Plies for outward rotation of the hips and proper alignment of feet and legs.
7. Plie-eleve' or bend and rise for leg strength and control.
8. Plie-eleve' on one foot for balance.
9. Brushes for increasing leg strength and coordination.
10. Extensions for leg strength, coordination and balance.
11. Barre exercise for spinal strengthening, flexibility and hip rotation and flexibility.
12. Pedaling and prancing — preparation for locomotor activity.
13. Leg swings for balance, control and relaxation.

Example of Developing a Movement

Movement — Swinging

Objectives

1. to acquire a free relaxed swinging movement in the trunk, legs and arms;
2. to explore the variations and combinations possible in the use of a swinging movement;
3. to use a swinging movement to interpret feelings and ideas for a creative dance.

Introduction

- What parts of your body can swing?
- Cite examples of swing in everyday life (golf swing, clock pendulum)
- Characteristics of swing (a follow-through without a stop)
- Explore a variety of swings in standing position with feet slightly separated

Exploration

Direction

- Arm swings forward and backward, sideward, upward, downward, in figure eights or circles
- Leg swings (same variations)
- Trunk swings forward, downward; forward, upward; side to side; full circular swing from side to side; diagonally forward, upward; figure eights

Tempo

Vary speed of swings (normal, slow, fast)

Vary level of swings through action of knees and ankles (normal, high, low)

Focus

Upward — gaze follows upward swing
Down and to either side — gaze follows movement
Changing — arms swing from side to side; gaze finishing in opposite direction from swing

Force and Quality

- Heavy, strong swinging movement
- Light, weak swinging movement

Dimensions and Range

- Small swing of arms
- Large swing of trunk and arms
- Same with legs

Meter (time signature)

2/4 meter
Swing trunk and arms forward and up; downward and back.

3/4 meter
Start with trunk and arms up and swing down, up and to one side. Repeat to other side.

6/8 meter
Start with arms sideward left at shoulder level and swing trunk and arms downward and to right side; repeat to left side and swing in full circle overhead, sideward right, downward and upward to the left side.

Creative Activity

1. Keeping in mind all the variations already practiced, have students improvise different swinging movements to 16 measures of 3/4 meter.
2. Demonstrate selected improvisations to entire class.
3. Do same type activity in groups of four students, with each group improvising a group dance in which members do the same movements simultaneously or different movements simultaneously (choreographed as a composition).

Basic Steps and Rhythmic — Metric Patterns

Walk

- Even rhythm.
- Transfer of weight from one foot to the other, always maintaining one foot on the ground.
- 4/4

step	step	step	step
R	L	R	L
—	—	—	—
1	2	3	4

Run

- Even rhythm.
- A fast walk, except that weight is carried forward on the ball of the foot. Both feet are off the ground at the instant of change.
- 4/4

run	run	run	run	run	run	run	run
R	L	R	L	R	L	R	L
-	-	-	-	-	-	-	-
1	and	2	and	3	and	4	and

Leap

- Even rhythm.
- A spring off the ground with a transfer of weight from one foot to the other. Used for elevation or covering distance. When landing, toe touches first, then ball of foot, then heel, bending the knee to absorb the shock.
- 4/4

leap	leap	leap	leap
R	L	R	L
—	—	—	—
1	2	3	4

Hop

- Even rhythm.
- A spring off the ground with one foot with no transfer of weight (leaving the ground and landing on the same foot).
- 4/4

hop	hop	hop	hop
R	R	R	R
—	—	—	—
1	2	3	4

Jump

- Even rhythm.
- A spring off the ground, landing on both feet.
- 4/4

jump	jump	jump	jump
both	both	both	both
—	—	—	—
1	2	3	4

Skip

- Uneven rhythm (♩. ♪).
- A step and a hop on the same foot.
- 2/4

step	hop	step	hop
R	R	L	L
—	-	—	-
1 and	ah	2 and	ah

Slide

- Uneven rhythm (♩. ♪).
- Movement **sideward,** either right or left.
- Step on R and slow beat(♩.), close L to R, shifting weight quickly to L on the quick beat (♪).
- 2/4

step	close	step	close
R	L	R	L
—	-	—	-
1 and	ah	2 and	ah

Gallop

- Uneven rhythm (♩. ♪).
- Movement **forward,** knee action, one foot leading.
- A step followed by a quick close of the other foot.
- 2/4

step	close	step	close
R	L	R	L
—	-	—	-
1 and	ah	2 and	ah

Note: *Analysis of the following basic dance steps may be found in the folk dance unit. Bleking, Schottische, Waltz, Two-step and Polka.*

Relaxation Techniques

Progressive Relaxation*

The complete process of progressive relaxation should not exceed 20 minutes (the time should be reduced for children only by going part way through the procedure.) Repeat the process often before progressing further. For teaching purposes one may divide the progressive relaxation into four parts.

1. Position and breathing.
2. Add the upper body, attending to each area at a time. Review.
3. Add the lower body, attending to each area at a time. Review.
4. Add the facial area. Constantly review all of the above.

The whole relaxation process can be introduced by having the children stretch, then progressively relax from the top down by collapsing each body part in succession until they are seated — ultimately lying down. Progressive relaxation should always conclude with stretches and deep breathing before activity resumes.

Evaluation

Teacher judgment will determine acceptable level of performance.

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Resources

Books

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Winters, Shirley J., *Creative Rhythmic Movement.* Dubuque, Iowa: Wm. C. Brown Company, 1975.

Records

KIM 5090 *Music for Movement Exploration* (LP and Guide).

KEA 1142 *Persuasive Percussion Rhythms* (LP and Manual).

KEA 1137 *Modern Body Conditioning* (LP and Manual).

Records available from

The Educational Record Center
3120 Maple Drive NE, Suite 124
Atlanta, Ga. 30305
(404) 233-5935

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2. Folk and Ethnic Dance

Course Description

This unit introduces fifth through eighth year students to basic folk dance steps and teaches these steps in selected folk dances from other countries. The dances have been sequenced in approximate order of difficulty.

Included in the unit are student objectives, a rationale, an explanation of basic folk dance steps, suggested evaluation and a list of resources. Also included is a chart indicating the following for each dance.

Name of the dance
Approximate level of difficulty
Nationality
Formation used
Information about dance
Basic steps used
Suggested record

Course Objectives

1. to provide students with opportunities to learn and dance traditional folk dances;
2. to provide students with movement experiences relating to interdisciplinary learning;
3. to provide students with experiences with movement that increase body strength, flexibility, precision and overall fitness, and provide a basis for a lifetime activity.

Time Needed
Minimum of 10 class periods per year

Rationale
Folk dance plays a vital role in the life style and culture of a people. Study of folk dances provides students with a better understanding of people around the world as well as a better understanding of their own heritage. Performance of the dances adds to enjoyment and provides a vehicle for the learning of specific body movement skills.

Though primarily a social activity, folk dancing has many physical and psychological values. It helps develop rhythm, neuromuscular coordination, balance, grace and poise, and it contributes to cardiovascular-respiratory fitness as well.

Student Objectives
The student will

1. demonstrate ability to move gracefully in rhythm with the music;
2. demonstrate knowledge of basic folk dance terminology;
3. demonstrate the basic dance positions used in folk dancing
   - closed ballroom position;
   - open position;
   - shoulder-waist position;
   - swing position (buzz step);
   - Varsouvienne position;
4. demonstrate understanding of basic folk dance steps by performing to appropriate music the

   bleking step, schottische,
   step-hop, grapevine,
   waltz walk, polka,
   two-step, waltz box step,
   step-swing, Highland schottische step;
5. perform successfuly several folk dances based on steps at different levels of difficulty;
6. show evidence of social and emotional growth by accepting courteously a variety of partners.

Basic Folk Dance Skills To Be Learned
(Arranged in approximate order of difficulty from simple to more complex.)

Complete directions for the dance steps and positions can be found in the books listed at the end of the unit. Directions also come with the records.

Dance steps

1. bleking
2. step-hop
3. step-swing
4. schottische
5. grapevine
6. waltz walk
7. two-step
8. polka
9. waltz box step
10. Highland schottische step

Dance positions

- elbow swing
- two-hand swing
- open ballroom position
- closed ballroom position
- shoulder-waist position
- variations of shoulder-waist position

Suggested Folk Dances
Fifth Year Through Eighth Year

Name of Dance Degree of Difficulty	Nationality	Formation	Basic Steps	Comments	Records
La Raspa (fifth year)	Mexican	Usually couples, scattered. May be done in circle.	bleking running	Festival and fun dance (incorrectly called Mexican Hat Dance)	Folkraft 1457
Crested Hen (fifth year)	Danish	Sets of threes, hands joined to form circle.	step-hop arch	Social and fun dance. Can be used as mixer.	Folkraft 1159 EZ 3007
Ve' David *(vee-dah-VEE)* (fifth year)	Israeli	Double circle, couples facing counterclockwise, girl on partner's right.	walk swing	Mixer	Folkraft 1432
Ennstaller Polka (fifth year)	German	Partners facing.	leap (slap thighs) clap pattern walk	Quick and energetic dance. Can be used as a mixer.	Folkraft 1486
Klumpakojis *(kloom-pah-KOE-yiss)* (fifth-sixth year) (Finger Polka)	Lithuanian	Double circle, couples facing counterclockwise, inside hands joined, free hands on hips.	walk stamp polka	Klumpakojis means wooden-footed or clumsy-footed. Finger polka type folk dance.	Folkraft 1419
Mayim, Mayim (fifth-sixth year)	Israeli	Single circle, facing center. No partners.	grapevine run hop, toe touch	Traditional Israeli circle dance. Mayim means water.	Folkraft 1475
D'Hammerschmeidsgselln *(duh-HAHM-air-shmeet-guh-ZELN)* (fifth-sixth year)	German	Two couples	clap pattern step-hop	Name of dance means journeyman Blacksmith. A work dance.	Folkraft 1485
Hora (Hava Nagila) (fifth-sixth year)	Israeli	Broken or single circle, hands on shoulders of person on either side, arms straight.	Hora step (grapevine and step-swing)	Traditional Hebrew dance	Folkraft 1110
Tant' Hessie *(tahnt hessy)* (fifth-sixth year)	South African	Double circle, ladies on outside, partners facing and about three steps apart.	walk buzz step turn	Mixer. Tant' Hessie se witperd means Aunt Esther's white horse.	Folkraft 337-006B
Alunelul *(ah-loo-NAY-loo)* (sixth-seventh year)	Romanian	Single circle, facing center, with hands on shoulders of person next to you.	step cross stamp	Alunelul means little hazelnut. Good dance for learning to move lightly on your feet as you move sideward.	Folkraft 1549
Troika (sixth-seventh year)	Russian	Set of three (usually man between two ladies), facing line of direction, inside hands joined, outside hands on hip.	running step arch	Traditional folk dance. Troika means three horses. May be used as a mixer.	Folkraft 1170

Name of Dance Degree of Difficulty	Nationality	Formation	Basic Steps	Comments	Records
Milanova Kolo *(mee-lah-NO-vuh-KO-low)* (sixth-seventh year)	Serbian	Broken circle, hands joined, leader at one end. No partners.	step-hop schottische	Milanova Kolo means Milan's Circle or Milan's Wheel.	Folkraft 1549
Gay Gordons (sixth-seventh year)	Scottish	Couples, usually in Varsouvienne position.	walk two-step two-step turn	May use pas-de-basque instead of two-step	Folkraft 1162
Korobushka *(kuh-ROBE-oosh-kuh)* (sixth-seventh year)	Russian	Double circle, partners facing, girl on outside.	schottische balance Hungarian break step three-step turn	Dance originated on American soil by Russian immigrants to Russian tune *Korobushka*. Korobushka means little basket or peddlar's pack.	Folkraft 1170
Jessie Polka (sixth-seventh year)	American	Couples or groups of any number in lines, facing counterclockwise.	Jessie polka step	Social, fun. No partners needed.	Folkraft 5001
Doudlebska Polka *(dood-LEB-skuh)* (Double clap polka) (sixth-seventh year)	Czech	Double circle, couples facing counterclockwise.	polka waltz	Social mixer.	Folkraft 1413
Kalvelis (sixth-seventh year)	Lithuanian	Single circle, girl on partner's right, hands joined.	walk polka clap pattern grand right and left	A work dance. Kalvelis means little blacksmith. It is a dance of the middle nineteenth century. Hand clapping represents striking of hammer on anvil.	Folkraft 1418
Tinikling (sixth-seventh year)	Philippine	One couple on floor at ends of two 8' poles (beating). One couple on left side of poles, dancing, girl in front of boy.	waltz walk leap hop jump run	Tells the story of the long-legged Tinikling bird. Natives try to catch the bird by hitting its legs with the poles.	RCA 4126 EZ 45-701-A KEA-9015
Miserlou (Kritikos) (seventh-eighth year)	Greek-American	Broken circle, hands joined, leader at one end. No partners.	grapevine two-step	Line moves in serpentine fashion, smoothly and gracefully coiling and uncoiling.	Folkraft 1060
Bele Kawe *(BELL-au KAH-way)* (seventh-eighth year)	African	Open order, all facing forward.	forward break heel step the Wheel	A Creole dance with steps of African and French origin.	African Heritage Dances, AR36
Highland Schottische (seventh-eighth year)	Scottish	Double circle, partners facing.	Highland step schottische elbow turn	Traditional Scottish dance. Danced on toes, lightly and precisely.	Folkraft 1177

Name of Dance Degree of Difficulty	Nationality	Formation	Basic Steps	Comments	Records
Seljancica Kolo *(sell-YAHN-cheet-suh)* (seventh-eighth year)	Yugoslavian	Broken circle, joined hands held down, leader at right end of line.	step-hop schottische	Typical Balkan Kolo.	Folkraft 1401
Fado Blanquita *(FAH-doe blahn-KEE-tuh)* (seventh-eighth year)	Portuguese	Couples in single circle, hands joined, girl to right of partner.	run schottische jump hop	Also attributed to Brazil and Spain.	Folkraft 1173

Folk Dance
(Two Week Unit)

Day 1	Day 2	Day 3	Day 4	Day 5
Review or introduce — step-hop **Teach** — Trio and Arch **Teach** — Crested Hen	**Teach** — basic schottische step **Show** — relationship to step-hop **Review** — Crested Hen	**Review** — basic schottische step **Add** — variations • grapevine • step-swing **Review** — Crested Hen	**Teach** 1. circle variations, closed and open (broken) 2. arm positions on shoulders of adjacent persons 3. Hora step (variation of grapevine) (keep students in lines all facing same direction for initial teaching)	**Teach** — Hora in closed or broken circle **Review** — Crested Hen
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
Review — Hora **Teach** — face-to-face and back-to-back polka (use Doudlebska Polka record)	**Teach** — double circle, facing ccw, girls on outside, boys on inside (or call inside circle number 1s and outside circle number 2s) **Practice** — face-to-face and back-to-back walking in double circles, while making circles smaller	**Practice** — Doudlebska Polka 1. face-to-face, etc. 2. closing in circle, left arms outstretched until touching shoulder of person in front **Teach** 1. clapping patterns to boys 2. turn and face-to-face polka for girls	**Practice** — Doudlebska Polka show how boys (number 1s) get new partners from girls' (number 2s) circle and practice for smoothness	**Review** — basic steps **Perform** — Crested Hen, Hora and Doudlebska Polka **Evaluate**

Dance terminology

W — woman
M — man
R — right
L — left
ft — foot
cw — clockwise
ccw — counter-clockwise
fwd — forward
bwd — backward
ct — count LOD — line of direction
RLOD — reverse line of direction
meas — measure
— number
pt — point

Basic Folk Dance Steps

Bleking

- Uneven rhythm
- Hop L, placing R heel forward (weight on L); hop R, placing L heel forward (weight on R)
- Repeat in double time, making three quick changes, alternating heel R, L, R, pausing on last count
- 2/4

hop	heel	hop	heel
L	R	R	L
-	—	-	—

hop-heel		hop-heel		hop-heel	
L	R	R	L	L	R
-	-	-	-	-	—

Two-step

- Uneven rhythm (2/4 meter)
- Even rhythm (4/4 meter)
- Step forward on L, close R to L, step forward on L again.
- 2/4

step	close	step
L	R	L
1	and	2
-	-	—
quick	quick	slow

- 4/4

step	close	step	hold
L	R	L	--
1	2	3	4
—	—	—	—

Schottische

- Smooth, even rhythm
- 4/4 meter
- Three running steps and a hop
- 4/4

step	step	step	hop
L	R	L	R
-	-	-	-
1	2	3	4

Schottische variations

- step-swing

step	step	step	hop-swing
L	R	L	L-R
1	2	3	4

- grapevine

step	behind	step	hop-swing
R	L	R	R-L
1	2	3	4

Polka

- Uneven rhythm
- 2/4 meter
- Similar to a two-step except it adds a hop on the upbeat so it becomes hop-step-step-step
-

hop	step	close	step
L	R	L	R
-	-	-	—
ah	1	and	2

Waltz

- 3/4 meter — accent on first beat
- Smooth, graceful step in even rhythm
- Consists of three steps

Waltz walk — moving forward or backward

3/4	L	R	L	L	R	L
	-	-	-	-	-	-
	1	2	3	1	2	3

Waltz step — step forward, on L, step to side on R, close L to R, taking weight on L

3/4	fwd	side	close	fwd	side	close
	L	R	L	L	R	L
	1	2	3	1	2	3

Waltz box step — two waltz steps (one forward, one backward)

3/4	fwd	side	close	fwd	side	close
	L	R	L	R	L	R
	-	-	-	-	-	-
	1	2	3	1	2	3

Waltz box step is basic pattern for waltz turn

Highland Schottische

- Even rhythm
- 4/4 meter
- Highland step and schottische

Highland step — L arm overhead (wrist slightly bent and thumb touching second finger)

ct 1 — Spring lightly in air and land lightly on toes, feet slightly apart.

ct 2 — Hop on L, at same time bring up R foot close to and **behind** L calf, keeping R knee turned out slightly to side, toe pointing to floor

ct 3 — Same as ct 1

ct 4 — Hop on L, at same time bring up R foot close to and **in front of** L calf, keeping R knee turned out to side, toe pointed to floor

Follow with schottische step to R

ct 5-8 — step R, close L, step R, hop R

Repeat cts 1-8 using opposite arm, opposite footwork, opposite direction.

4/4

bounce (both)	hop L	bounce (both)	hop L
step R	close L	step R	hop R

Evaluation

1. At the end of 10 class periods students should be able to accomplish objectives 1, 2, 3, 5, 6 and portions of objective 4 at appropriate level of difficulty. (Refer to *Basic Folk Dance Skills* and *Suggested Folk Dances - 5th Through 8th Year* in the preceeding pages).
2. Teacher judgment will determine acceptable level of performance.

Resources

Books

Harris, Jane, Pittman, Anne M. and Waller, Marlys S., *Dance A While*, 5th ed. Minneapolis, Minn.: Burgess Publishing Company, 1978.

Hayes, Elizabeth R., *An Introduction to the Teaching of Dance*. New York: The Ronald Press Company, 1964.

Jensen, Mary Bee and Jensen, Clayne R., *Folk Dancing*. Provo, Utah: Brigham Young University Press, 1973.

Kulbitsky, Olga and Kaltman, Frank L., *Teachers' Dance Handbook, Number One: Kindergarten to Sixth Year*. Newark, N.J.: Bluebird Publishing Company, 1959.

Records on *Suggested Folk Dances* chart are available from

The Educational Record Center
3120 Maple Drive NE, Suite 124
Atlanta, Ga. 30305
(404) 233-5935

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3. Square Dance

Course Description
This unit introduces students to square dance steps, terminology and formations and teaches selected big circle mountain dances and traditional square dances.

Course Objectives

1. to provide students with many opportunities to learn and dance big circle mountain dances and traditional square dances
2. to provide students with movement experiences related to their heritage and a basis for a lifetime activity.

Time Needed
A minimum of 10 class periods a year.

Rationale
Square dancing is a vigorous activity involving the body in movement and the mind in concentration. It develops precision, a good sense of rhythm, general body coordination, listening skills, cardio-respiratory efficiency, concentration and agility.

Student Objectives
The student will

1. move gracefully in rhythm with music;
2. know the basic square dance formation and terminology;
3. concentrate on square dance calls, responding with good timing and agility;
4. demonstrate social and emotional growth by accepting courteously a variety of partners;
5. perform a variety of square dance calls in a circle;
6. perform a variety of square dance calls within the pattern of traditional square dances.

Background Information

Square dancing may be called the true folk dance of the United States. It began as a social activity for the colonists and has its origins in European folk dances that preceded it by several hundred years. The English Morris dance, Scottish reels, Irish jigs, mazurkas, quadrilles, the polka and the waltz have all contributed to the American square dance.

Adamson Junior High School, Clayton County

Different types of square dancing developed based largely on the New England quadrilles and the Kentucky running set. In the southern Appalachians a form of Kentucky running set has survived. It is called big circle mountain dancing and frequently includes clogging.

Urban influence brought sophistication to the traditional square dance. As traditional steps changed and more figures were designed, the square dance became more strenuous and complex, making it challenging to today's youth.

Fundamental Skills

The following progression is based on *EZ Fun While You Learn the Basic Fundamentals of Square Dancing*, LB 501 Album No. 1, but can be taught with any hoedown music.

1. Beginning skills taught in a big circle
   shuffle step
   honor partner/corner
   circle left/right
   into the center and back
   do-sa-do partner/corner
   forward and back
   promenade
   two-hand swing partner
2. Square identification
   couples #1, 2, 3, 4
   home position
   heads
   sides
   opposite
   active couple(s)
   inactive couple(s)
3. Skill progression in square formation (review the above skills in a square before teaching the following)

   Intermediate skills
   grand right and left
   allemande left
   active couple lead to the right
   circle four half-way round
   on to the next
   changing partners by taking a corner girl as a new partner
   star by the right/left
   head ladies chain
   side ladies chain
   courtesy turn
   four ladies chain
   break and trail
   right and left through
   right and left back
4. More advanced skills (taught on KEA 1138, *Square Dance Fun for Everyone* by Rudy Franklin)

   back track
   weave the ring
   grand square

Evaluation

At the end of 10 class periods students should be able to successfully complete all six objectives **at their level of difficulty** (beginning, intermediate or more advanced). (Refer to "Skills to be learned," page SQ-4.)

Teacher judgment determines acceptable level of performance.

Resources

Books

Harris, Jane A., Pittman, Anne M., and Waller, Marlys S., *Dance a While*, 5th ed. Minneapolis, Minn.: Burgess Publishing Company, 1978.

Jensen, Clayne R., and Jensen, Mary Bee, *Square Dancing*. Provo, Utah: Brigham Young University Press, 1973.

Records (In approximate order of skill difficulty)

AR 68 (1977) Educational Activities, Inc.	***Get Ready to Square Dance*** by Jack Capon and Rosemary Hallum (one album). Introduces eight basic calls with students learning each while dancing. Includes a hoedown with spoken calls and a square dance (*Tie A Yellow Ribbon)* with singing calls. Meant to be used with beginners.
LP 501 Album No. 1 School Rhythm Records (Merbach Record Service)	***EZ Fun While You Learn*** **The Basic Fundamentals of Square Dancing** (one album). Has nine bands. Each band is a separate lesson, giving opportunity to dance and learn at the same time. Needs preliminary teaching and walk-through by teacher before using each band. Record jacket has glossary of 36 square dance terms and figures, as well as teaching hints and calls for each lesson. After completing this series of lessons, students should be able to learn easily many square dances recorded for upper elementary students.
KEA 1138 (1974) Kimbo-Educational Activities, Inc.	***Square Dance Fun for Everyone*** by Rudy Franklin (two albums). Has 10 square dances with excellent singing calls. Introduces 21 basic square dance calls in a progression, building from one dance to the next. Has excellent accompanying manual with skills, calls, glossary and teaching suggestions.
AR 52 (1974) Educational Activities, Inc.	***Big Circle Mountain Square Dancing*** by Glenn Bannerman. Dances consist of big circles and small circles rather than squares. Good way to learn calls and patterns before moving into squares. Has instructions and calls with music on the record.
AR 53 (1974) Educational Activities, Inc.	***Appalachian Clog Dancing and Big Circle Mountain Square Dancing*** by Glenn Bannerman. Has clogging instructions with short practice bands as well as several bands of big circle square dances.
RLP 2000	Clogging practice record (various speeds)
BeeGees RS 885	***Stayin' Alive*** (contemporary music for practicing clogging)

Note: *For excellent clogging instructors, contact Ms. Birdie Bell, assistant professor of physical education, North Georgia College, Dahlonega, Ga.*

Other Square Dance Records

Name	With Calls	Without Calls
Alabama Jubilee	Windsor 4444	Windsor 4144
Coming Round the Mountain	Windsor 4415	Windsor 4115
Hot Time in the Old Town Tonight	Windsor 4415	Windsor 4115
Hurry, Hurry, Hurry	Windsor 4405	Windsor 4105
Just Because	Windsor 4444	Windsor 4144
My Pretty Girl	Windsor 4412	Windsor 4112
Old Fashioned Girl	Windsor 4405	Windsor 4105

Records available from

The Educational Record Center
3120 Maple Drive NE, Suite 124
Atlanta, Ga. 30305
(404) 233-5935

4. Social Dance

Course Description
This unit introduces seventh and eighth year students to basic social dance skills used in the foxtrot, swing dance (Lindy), waltz, cha-cha, samba and rumba. The unit includes student objectives, a rationale, background information, a progression of skills from basic to more complex, suggested evaluation and a list of resources.

Course Objective
To provide students with rhythmical experiences which help develop social, emotional, psychological and physical growth through the performance of selected social dances.

Time Needed
A minimum of 10 class periods per year.

Rationale
Social dance cannot be called truly *social*, since dancers customarily dance most of the time with the same partner. However, it can serve as a lifetime activity and is high on the list of leisure time pursuits. Most people will be involved in social dance at some point in their lives since it is the primary activity at nearly all civic and fraternal organizations' social affairs.

Student Objective
Students will

1. demonstrate correct closed dance position;
2. lead (or follow) a partner, maneuvering in a variety of ways while avoiding contact with other dancers;
3. recognize foxtrot rhythm and perform the basic foxtrot step and two variations to the beat of the music;
4. recognize swing music and perform the basic step (Lindy) and two variations to the beat of the music;
5. recognize waltz rhythm and perform a basic waltz walk, waltz box step and box step turn to waltz music;
6. recognize cha-cha rhythm and perform the basic cha-cha step and two variations to the beat of the music;
7. perform basic samba step to appropriate music;
8. perform basic rumba step to appropriate music.

Background Information
As styles of music change, so do styles of dance. There are five periods in the evolution of social dance.

1. ***The foxtrot period (1900-World War I).*** It started as a fast trotting step to ragtime music. The foxtrot was named for a musical comedy star named Harry Fox who invented the step around 1914.
2. ***The Charleston period (1920-1930).*** It developed with Dixieland jazz along with the short haircut, the short skirt, the flapper, prohibition and "the roaring twenties."
3. ***The swing era (1930-1960).*** Swing arrived with the big bands and brought with it many tunes which have since become classics. The dance style was **smooth,** particularly in the foxtrot and waltz. It was also the era of tap dancing and jitterbug.
4. ***The Latin dance craze (1930-1960).*** The tango became popular in the 1920s and was followed by the rumba, samba, cha-cha, calypso and bossa nova.
5. ***The rock period (World War II-1975).*** This was the era of small combos, small dance floors and freer use of the whole body instead of just the feet. It was also the era of Elvis Presley and emphasis on explosive pelvic movements. This was followed by the twist and the blend of African and white styles of movement. There was very little partner touching during this era, with all dancers doing their own thing.

With the tapering off of the rock era and the gradual return of the big band, social dance has once more become popular with young people.

Fundamental Skills
Complete directions for all of the following can be found in any of the books listed at the end of the unit.

Foxtrot
Closed position
Dance Walk
Side close (chasse)
Basic (Magic) step
Variations

a. basic step backward
b. basic step to side (turn)
c. basic step in place

Swing (Lindy)
Semi open position
Basic step (single Lindy)
Basic step (double Lindy)
a. dig step
b. rock step
Basic turn
Variation
swing out break

Waltz
Waltz walk
Waltz box step
Waltz box turn

Cha-cha
Forward basic step
Backward basic step
Variations
a. open break
b. crossover
c. crossover turn
d. the chase

Samba
Basic step (forward LRL; backward RLR)
Basic turn
Forward progressive step
Slow side close
Sideward basic

Rumba
Basic step (Cuban walk)
Box step
Box turn

Evaluation
At the end of 10 class periods students should be able to successfully accomplish objectives 1, 2 and any three of the other objectives. Teacher judgment determines acceptable level of performance.

Resources

Books

Harris, Jane, Pittman, Anne M., and Waller, Marlys S., *Dance A While*, 5th ed. Minneapolis, Minn.: Burgess Publishing Co., 1978.

Hayes, Elizabeth R., *An Introduction to the Teaching of Dance*. New York: The Ronald Press Company, 1964.

Heaton, Alma, *Social Dance Rhythms*. Provo, Utah: Brigham Young University Press, 1976.

5. Contemporary Dance (Disco)

Course Description
This unit acquaints students with the history of fad dances and introduces them to basic disco steps and movement patterns in line dances, couple dances and individual freestyling.

The unit contains
Unit objectives
Time needed
Rationale
Student objectives
Background information
Characteristics of three styles of disco dancing
Styling in disco dancing
Basic body warm-ups for disco
Basic disco dance steps
Resources (books and records)

Course Objectives

1. To give students opportunities to relate to present culture through experiences in popular fad dance patterns.
2. To provide students with experiences with movement, arrived at through exploration, which can be used to increase body strength, flexibility, precision and overall fitness.

Time Needed
A minimum of 10 class periods

Rationale
The beat of the disco music is clear and distinct, making it easy for all to participate. It allows for much creativity and may be structured or unstructured.

Instructors or participants may create their own steps and style. Adolescents quickly lose their inhibitions and participate freely in the action, making disco dancing a good fitness activity.

Student Objectives
The student will

1. demonstrate ability to move in rhythm with the music in a confident yet relaxed manner;
2. show knowledge of terminology;
3. perform basic disco steps;
4. demonstrate creativity in the performance of disco patterns while freestyling;
5. demonstrate social and emotional growth by accepting courteously a variety of partners.

Background Information
Brief history of changing dance patterns

Seventeenth-Eighteenth century — American dance was influenced by European forms and the music and dance of Negroes who had been uprooted from their homes in Africa.

1890-1920—The influence of black culture resulted in America's original musical art form, jazz, sometimes called ragtime. Dances included the turkey trot, bunny hop, camel walk, foxtrot, waltz, tango and Castle walk.

1920-1930—The Roaring Twenties. The Charleston, black bottom, Lindy hop.

1930-1940—The Swing Era. Jazz entered the Big Band period with Benny Goodman, Tommy and Jimmy Dorsey, etc. Boogie woogie became popular, as well as the varsity drag, shag, Susie Q and rumba.

1940-1950—Rhythm and blues period. Foxtrot, jitterbug, the mambo, cha-cha, merengue.

1950-1960—Rock and roll and a blend of rhythm and blues and country music. The music lacked good dancing tempo, resulting in a period of dance doldrums.

1960-1970—The twist, with its solo movements and little attention paid to partner. Two kinds of dance emerged, one with foot movements (hully gully, Watusi), and the other without foot movement (the fish, the swim, the pony, etc.).

1970-1980—Resurgence of interest in dance. Dancers became less inhibited as they did the bump, bus stop, and the hustle. Couple dancing became popular again. Disco reached new heights, being incorporated into Latin dances, jitterbug, etc., and being enjoyed by all ages.

Characteristics of the Three General Types of Disco Dancing

Freestyle
1. Usually performed by partners without hand contact
2. Requires little floor space
3. Movements are highly improvised
4. Requires little preparation or practice with other persons in order to dance with them

5. Musical accompaniment tends to lean toward soul, rhythm and blues and new wave rock music
6. Suitable for any size group, any combination of ages or sex
7. Popular with young people

Joined Couple Dances

1. Include several forms of Hustle and variations of Latin ballroom dances such as cha-cha and samba
2. Musical accompaniment includes black, white and Latin sounds
3. Require considerable space and practice with a partner
4. Appeal to adults

Line Dances

1. Usually performed by individuals in lines or in group formation
2. Steps are based on ballroom, round or jazz dances
3. Require considerable space.
4. Require little practice for successful performance
5. Work well with any size or composition of group
6. Work well with any type of disco music with a regular, clearly defined beat
7. Popular in recreational and educational setting

Styling in Disco Dancing

Disco dance is a mixture of ballroom styles and is influenced by swing, the foxtrot and Latin dances.

*Throughout disco dancing the dancer should move with the upper body in an upright position while the knees flex according to the specific dance step. The arms, when not in contact with a partner, should be bent at the elbow and move freely with the beat of the music. The feet should stay in contact with the floor (toe down) instead of contacting the floor in a heel-toe pattern (toe up). As a rule dancers should avoid slouching the upper body, hanging their arms, and sticking out their seats—bad habits that characterize the shy and unconfident dancer. Instead they should develop strutting, provocative dance steps that identify the confident and stylish disco dancer.**

Body styling should be free and flexible. Bend your knees a little and add snaps, claps, and head, arm, shoulder and torso movements whenever appropriate.

*Fallon, Dennis, *The Art of Disco Dancing*. Reston, Va.: The National Dance Association, an Association of the American Alliance for Health, Physical Education, Recreation and Dance, 1980.

Basic Body Warm-ups for Disco

(Use combinations of the following to disco music.)

Steps

Basic disco steps—step-touch and two-step (also called laterals).

Head and shoulders

- Turn head from side to side (four slow, eight fast).
- Raise and lower shoulders (four slow, eight fast).

Arms

- Push with alternate arms (four slow, eight fast).
- Flap arms up and down alternately, bending elbows while flapping hands (four slow, eight fast).

Hips

- Bend knees, move hips from side to side (four slow, eight fast).
- Move hips forward and backward (four slow, eight fast).

Knees and feet

- With feet flat on floor, straighten one leg while bending the other knee. Alternate (four slow, eight fast).
- Swivel both heels to right and left, keeping toes on floor (four slow, eight fast).

Fundamental Skills (in approximate order of difficulty)

Students should learn the following basic steps as a foundation for disco steps in line, couple and single dancing. Each step has many variations which may be added later and used for freestyling in which each partner does his or her own thing.

The walk step

A forward or backward step performed to the beat of the music.

The touch step (also known as uptight, the New York, and hesitation)

Touch toe of free foot to front, side or behind the supporting foot without shifting weight from supporting foot.

The rock step

Done in place by alternately transferring weight from one foot to the other. May be done forward, backward or sideward.

The chasse step

Step with one foot and close other foot to it, shifting weight. May be done forward, sideward or backward.

The cross step
Cross one foot in front or behind the other, shifting weight. When dancing with partner, one crosses in front, the other behind.

The lateral (also two-step)
Step left (ct 1), step right together beside left (ct 2), step left again (ct 3), hold (ct 4). Repeat starting right.

The pivot step
1. To turn or spin on one or both feet, not involving a transfer of weight.
2. Also a quick turning step danced with partner in closed position. Place right foot between partner's feet; then alternately shift weight from the left foot to the pivoting foot while turning in a circle.

Evaluation

At the end of 10 class periods students should be able to successfully perform all five objectives.

Teacher judgment determines acceptable level of performance.

Resources

Books and Periodicals

Czompo, Ann I., "Disco Dancing," in *Journal of Physical Education and Recreation,* April 1980, Volume 51, Number 4. Reston, Va.: American Alliance for Health, Physical Education, Recreation and Dance, 1980.

Czompo, Ann I., *Disco Hustle.* Homer, N.Y.: AC Publications, 1978.

Fallon, Dennis, *The Art of Disco Dancing.* Reston, Va.: The National Dance Association, an Association of the American Alliance for Health, Physical Education, Recreation and Dance, 1980.

Heaton, Alma and Zimmerman, Don, *Disco with Donny and Marie.* Provo, Utah: Osmond Publishing Company, 1979.

McMahon, Judi, *A Guide to Disco Dancing.* New York: Dell Publishing Company, 1979.

Records (In order of difficulty)

MH-70 *Exercise to Disco* (Melody House). One record. Vocal cues on one side; music only on the other. Directions for five dances on album jacket.

Stayin' Alive
Steppin' On It
Latin Cha Cha
Got To Give It Up
Proud Mary

AR 554 *Aerobic Disco Dancing* (Educational Activities, Inc.). Two records. Instructions and music on one side of each, music only on the other. Comes with teacher's manual which includes glossary of terms and steps, suggestions for freestyling, directions for 10 dances with teaching suggestions and a bibliography.

Warmin' Up
Boogie Jumps
YMCA
Posin'
Disco Mixer
Boogie Oogie Oogie
In the Navy
Rock Around the Clock
She Jam
Disco Nights

Records (For line dances)

AR 569 *Disco and Soul Dances* (Educational Activities Inc., 1976). Includes

The Hustle
Bus Stop
Bump
Wiggle
Spanish Hustle
B.T./Jaws
Old Man/Bus Stop Shuffle
Roller Coaster

KEA 1147 *Dances in a Line* by Rudy Franklin (Kimbo and Educational Activities, Inc., 1977). Includes

Bus Stop
The Hustle Walk
Amos Moses
Bad, Bad Leroy Brown

Record has three bands for each dance, one with instructions, one with music and cues, and one with music without cues.

Records are available from

The Educational Record Center
3120 Maple Drive NE, Suite 124
Atlanta, Ga. 30305
(404) 233-5935

Pine Mountain Middle School, Cobb County

6. Aerobic Dance

Course Description
This unit introduces students to the term *aerobics* as it applies to rhythmic activities and shows how to create rhythmical aerobic movements and incorporate these into routines performed to music.

Course Objectives

1. To provide students with experiences which help to synchronize movement with musical structure such as pulse, accent and phrasing;
2. To provide students with experiences with movement which can be used to increase body strength, flexibility, cardiovascular-respiratory efficiency, precision, general body coordination and overall fitness.

Time Needed
A minimum of 10 class periods

Rationale
Aerobic dance is not really dance at all. It is a physical fitness activity which uses dance-like movements to condition the body physiologically. It conditions the heart, lungs and blood vessels, tones and strengthens all body muscle groups and improves agility and rhythm. It is challenging and fun and can easily be adjusted to various levels of ability. Appropriate for and popular with both sexes, it provides an excellent fitness activity which can be done in scattered, circle, squad and other formations. No partners are needed.

Student Objectives
The student will

1. demonstrate ability to move in rhythm with music;
2. work creatively with peers to develop a sequence of steps and actions to fit a selected piece of music;
3. perform a sequence of steps and actions to music, with and without vocal cues.

Background Information
Dr. Kenneth H. Cooper* is given the credit for first using the term *aerobics*. The main objective of an aerobic exercise program is to increase the maximal amount of oxygen that the body can process in a given time. Jacki Sorensen, a professional dancer, school teacher and marathon runner and a clinician for the President's Council on Physical Fitness and Sports, originated aerobic dancing by incorporating aerobic activities into routines performed to music.

Fundamental Skills

The steps used in aerobic dance are based on combinations of locomotor and nonlocomotor movements, actions used in calisthenics and steps used in dance activities.

The following steps and movements are sequenced in approximate order of difficulty from simple to more complex.

clapping
marching
arm swings
arm windups
shoulder rotations
jumping
hopping
side bends
jogging
half knee bends
knee lifts
reaches
lunges
mechanical walk
rocking step
slides
step-hop
hop-kick
jumping jack
train step (step-draw)
hopscotch step
knee lift doubles
break
scissors jump
double scissors jump
cross run
two-step
polka
basic Charleston step

Explanations of Some Steps Used

Apart-bounce-bounce
Jump to stride position. Then bring feet together and bounce in place two times. Hands are in low flipped V position.

Arm swings
With feet apart swing both arms to side and up; then to other side and up.

Arm windups
With feet apart, arms out to side, swing one arm in full circle (down, across in front of body, overhead and back to starting position).

Break
Bounce-clap, bounce-clap, bounce, bounce, bounce (in place or turning 180°).

Charleston step
Point right foot forward. Step back with right foot. Point back with left foot. Step front with left foot. Swing arms in opposition as feet move.

*Cooper, Kenneth H., *Aerobics*. New York: M. Evans, 1968.

Circle arms
One arm. Move one arm in full circle forward, up, overhead and to the rear, as in backstroke. Alternate arms.
Both arms. One arm circles clockwise in front of body while other arm circles counterclockwise. Both arms describe full circle.

Cross run
Cross right foot over left, taking weight on right. Jump left foot to left. Keep repeating to fit music, usually four or eight times. Can also be done starting with left foot.

Flipped V
Arms at sides, hands flipped up, palms facing floor.

Half knee bends
Bend knees, keeping heels close to floor.

Hopscotch step
Jump to stride position. Hop on right foot, swinging left foot behind right calf. Jump to stride, hop on left foot, swinging right foot behind left calf.

Jump step
Jump forward, elbows bent in front. Jump backward, slapping thighs.

Jumping jack
Jump to stride position. Jump, bringing feet together.

Kick step
Hop on left foot while kicking right foot across in front of left. Alternate.

Knee lifts
Raise one knee and slap it. Alternate right and left. Do same, adding a hop.

Knee lifts (double)
Hop on left foot as you raise right knee as high as possible. Jump with both feet together. Repeat same (this would be two hops on left foot). Do same on right.

Lunge
Lunge forward (or to side) with one foot, bending both knees. Alternate right and left.

March-clap
March and clap on each step.

Polka step
Heel, toe, slide, slide, slide.

Reaches to side
Feet in stride position, arms held out to side. Reach.

Rocking step
With hands in flipped V position, rock to right foot with right knee slightly flexed and left leg extended and pointed to left side. Rock to left foot, extending right to side.

Scissors jump
Jump and land with one foot in front and one in back. Jump again, reversing foot positions.

Scissors double
Add a bounce in place each time feet are extended.

Step-hop
Step on right, hop on right. Alternate feet.

Train step (step-draw)
Step to left, taking weight on left. Draw right foot to left foot, taking weight on right. Usually repeated two or four times, then done to the right two or four times.

Two step
Step forward left, bring right to left, shifting weight to right. Step left again. Repeat, starting with right foot.

Suggestions for Creating Aerobic Routines

1. Teach students a variety of basic steps so they don't have to try to create in a vacuum.
2. Choose *instrumental* music with a good steady beat and a sound to which students can relate.
3. Have students work in groups exploring steps that might fit the music. Give them time to listen to the music and attempt to synchronize their movements with the musical structure (pulse, accent, measures, phrasing).
4. Have class select the most appropriate movements and steps.
5. Have groups choreograph their own routines or use selected movements in a class routine.

A Sample Aerobic Routine choreographed to a folk dance tune

Record
Romanian Hora (Folkraft 010x45)

Formation
Scattered, all facing in the same direction, no partners.

Directions

Part 1

Face left. Run in place 15 steps. On 16, do a jump turn to face right.
Run in place 15 steps. On 16, do a jump turn to face front.

Part 2

Grapevine left (step, back, step, swing).
Grapevine right.
Repeat both grapevine steps (four times in all).

Part 3 (Bleking step)

Heel-heel step (slow, slow; quick, quick, quick). (Begin with right heel in front, then left heel, then right, left, right.)
Repeat heel-heel step (four times in all).
Repeat the aoove three steps to end of music. The music gets faster and faster as you near the end of the record.

Evaluation

By the end of 10 class periods, students should have successfully completed all three student objectives.

Teacher judgment determines acceptable level of performance.

Resources

Books and Periodicals

Cooper, Kenneth H., *The Aerobics Way*. New York, N.Y.: M. Evans and Company, 1977.

Cundiff, David E. (editor and coordinator), *Implementation of Aerobic Programs*. Reston, Va.: American Alliance for Health, Physical Education, Recreation and Dance, 1979.

Ellfeldt, Lois, "Aerobic Dance (not really dance at all)" in *Dance Dynamics*. Reston, Va.: The National Dance Association, an Association of the American Alliance for Health, Physical Education, Recreation and Dance. (An insert in the JOHPER.)

Records

LP 1110 (Elementary)	*A Fitness Experience* (two records and teacher's guide). Includes warmups, cool-downs, music for six routines with cues and instrumental music without cues for each routine. Manual contains glossary of aerobic dance steps (illustrated), full directions for each routine (illustrated) and teaching suggestions.
KEA 1126	*Jacki Sorensen presents Elementary Aerobic Dancing for Physical Education;* 1978. (Two records and teacher's guide). Includes warmup routine, cool-down routine, music and cues for eight routines and instrumental music without cues.
Folkraft 010x45	*Romanian Hora*

Records available from

The Educational Record Center
3120 Maple Drive NE, Suite 124
Atlanta, Ga. 30305
(404) 233-5935

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Griffin Middle School, Cobb County

7. Rhythmic Activities with Small Hand Equipment

Course Description
This unit provides experiences which help students develop overall fitness and the ability to synchronize movement with musical structure. Jump ropes, balls, sticks, streamers, bamboo poles and hoops are used in achieving these goals.

Course Objectives

1. To teach students to synchronize movement with musical structure, such as pulse, accent, measures and phrasing;
2. To provide experiences with movement to increase body coordination, flexibility, precision and overall fitness.

Time Needed
A minimum of 10 class periods on selected parts of the unit.

Rationale
All skilled movement is rhythmic since it depends on the blending of body parts in a coordinated effort resulting in flow and continuity.

Rhythmic activities with small hand equipment (ropes, balls, hoops, wands, sticks, streamers) are a necessary part of a physical education program because

1. they develop basic movement skills in projecting, receiving and manipulating objects;
2. they develop a feeling for rhythmic and metric patterns;
3. they combine basic movement skills and metric patterns in routines further enhancing the skills being developed.

Student Objectives
The student will

1. demonstrate through movement an understanding of basic metric patterns;
2. demonstrate through movement an understanding of grouping of beats within a

metric structure and how groupings of beats form measures;

3. demonstrate through movement an understanding of phrasing as groupings of measures which do not necessarily have the same number of beats and which have different patterns;
4. perform basic skills to music in at least two of these activities.

rope skipping	streamers
ball handling	bamboo poles
lummi sticks	wands
hoops	

Evaluation
Teacher judgment determines acceptable level of performance.

Rope Skipping Activities

Teaching Suggestions

Rope skipping may be considered a fitness activity and a rhythmic activity since it helps develop both fitness and rhythm.

Like all basic skills it must be *taught and learned* before it has any value.

To be successful, students must demonstrate basic rope jumping skills with body movements including

landing gently on balls of feet;
bending knees slightly on landing;
jumping only high enough to clear the rope;
using wrist and hand movement in turning the rope;
keeping body alignment straight, holding head up and looking straight ahead;
jumping with relaxation and grace.

Rope Skipping Basic Steps

Double bounce
Two-footed jump *with* rebound. Rope does not pass under feet on rebound.

Single bounce
Two-footed jump *without* rebound. Rope passes under feet on *every* count (the boxer's jump).

Running step
Turn rope. Foot action is same as running in place.

Rock step
In place, one foot in front of the other.

Alternate feet
Hop on one foot, then the other.

Skip step (kick step)
Step-hop, kicking alternate foot forward.

More Advanced Steps

Crisscross (crossover)
Jump over rope while arms are crossed at elbows.

Side flip
Twirl rope in circle to side on every other jump. Alternate from side to side.

Foot pattern	jump	jump	jump	jump
Rope pattern	under feet	side	under feet	side

Spread series
Like jumping jack, except step may be done sideward, forward and backward or with one foot directly under body supporting weight while other foot reaches out to side and briefly touches floor.

Heel-toe Series

Heel-heel
Jump (both feet)
Hop on left foot, touching right heel to floor in front
Jump (both feet)
Hop on right foot, touching left heel to floor in front

Right toe-left toe
Jump (both feet)
Hop on left foot, touching right toe to floor behind
Jump
Hop on right foot, touching left toe to floor behind

Heel and toe
Jump (both feet)
Hop on left foot, touching right heel to floor in front
Jump
Hop on left foot, touching right toe to floor behind
Repeat pattern with opposite foot

Cross toe (Scotch step)
Jump
Hop on left foot, touching right heel in front
Jump
Hop on left foot, while crossing right foot in front of left and raising it so toe barely touches the floor
Repeat on other foot

Jessie Polka step (while turning rope)

Cue
heel (L) — down (L)
toe (R) — touch (R)
heel (R) — down (R)
heel (L) — up (L)
(requires eight hops)

Hop on right foot, touching left heel in front
Shift weight to left foot, placing it beside right
Hop on left foot, touching right toe to floor behind
Hop on left foot, touching right toe beside left (keep weight on left foot)
Hop on left foot, touching right heel to floor in front)
Shift weight to right foot
Hop on right foot, touching left heel to floor in front
Hop on right foot, lifting left foot to Highland fling position in front of right knee

(The whole thing takes eight counts. Rope passes under feet on *each* count.)

Nonjumping Activity, to Use for Rest and Variety

Sidewinder
Bounce on two feet or jog in place. Put rope handles in one hand (or keep in each hand but hold hands close together). Twirl the rope loop on a vertical plane beside the body. Switch it to the other side and twirl the rope in the same manner.

Figure eight
Holding rope as in Sidewinder, flip it back and forth across in front of the body like a figure eight.

Helicopter
Lift the arms and turn the rope in a flat, horizontal circle overhead like a lasso or helicopter blades.

Grasscutter
Hold both ends of rope with one hand. Bend low and swing rope in a circle parallel to the floor. As the loop circles, jump over it.

Cowboy loop
Hold rope in both hands and twirl it to right side four circles (eight cts).
Swing rope overhead to left in wide arc (two circles). Bring rope loop down on left side. Loop passes under left foot. Left hand and arm pass behind head; right hand is low in front of body. Lift right foot as weight is shifted to left foot. Bring loop up and into overhead arc again (eight cts).

How to Develop a Rope Skipping Routine to Music
Develop a routine using basic steps before proceeding to advanced steps.

1. Check to see if students can do at least four basic steps reasonably well.
2. Choose contemporary music, preferably instrumental, with a good steady 4/4 beat and clear accents — something the students like.
3. Have students listen to music to decide which steps they want to do and determine how many phrases they will use for each step.
4. Plan steps so that there is a "rest step" after two or three vigorous steps. Nonjumping rope activities may be used as rest steps.
5. Allow plenty of time for exploration and experimentation and students will succeed in developing some exciting routines to music.
6. Routines may be planned by individuals, small groups or the whole class.

Sample Rope Skipping Routine (Medium Difficulty)

Record
Dot 45x16174, Billy Vaughn *Wheels* (or use similar record and adjust steps to fit the music).

Steps
Basic steps to slow time (double bounce) with rope turning forward.

32 counts
Eight basic steps in place.
Four rocker steps with left foot forward. On the fourth count, swing the right foot forward in preparation for next step.
Four rocker steps with right foot forward.

32 counts
Four basic steps in place.
Four skip steps, swinging right foot forward first.
Four alternate leg spreads forward and backward, starting with left foot in forward position.
Four alternate leg spreads sideward, crossing feet in center on alternate jumps.

32 counts
Eight side-flip steps

32 counts

Four basic steps in place.
Four alternate crisscross (open, cross, open, cross).
Four heel steps, beginning with left heel forward.
Four basic steps in place.

Repeat entire routine to end of music.

How to Use Rope Skipping as a Fitness Activity without Using Music

Suggested endurance program for beginners

In approaching rope skipping, start students from where they are physically and work into it gradually. Sometimes initial enthusiasm causes overwork early in the program and results in sore or pulled muscles and loss of interest.

Rope skipping is strenuous. Begin with a slow tempo, about 60 to 80 turns per minute for a beginner. Practice sessions are more enjoyable if music is used to help maintain a steady beat.

Students may use the same basic step throughout or perform a series of steps, alternating from one step to another. Single bounce (HOT) steps, in which the rope passes under the feet at *every* count, are best for fitness activities. Single bounce is sometimes called the boxer's step. Steps used in an endurance program should be those the student has learned thoroughly and performs with ease.

Sample Fitness Program 1 (Beginner)

Week	Tempo	Duration	Rest Between Exercise Periods	Repetitions	Frequency Per Week
1	60/min	20 sec	20 sec	4	5
2	60	20	20	6	5
3	60	30	20	4	5
4	60	30	20	6	5
5	60	45	20	4	5
6	60	45	20	6	5
7	60	1 min	30	6	5
8	60	1 min 15 sec	30	6	5
9	60	1 min 30 sec	30	5	5
10	60	1 min 30 sec	30	6	5
11	60	2 min	1 min	5	3-5
12	60	2 min	1 min	6	3-5
13	60	2 min 15 sec	1 min	6	3-5
14	60	2 min 30 sec	1 min	5	3-5
15	60	2 min 30 sec	1 min	6	3-5
16	60	3 min	1 min	5	3-5

Sample Fitness Program 2 (Beginner)

A Different Kind of Program

1. Warm-up One minute of slow skipping or running in place. Rest 30 seconds.

2. Workout Skip fairly fast until out of breath. Rest again. Skip again until out of breath.

Continue to skip and rest, over and over, during your five-minute exercise period for five days each week. As your heart becomes stronger and your endurance increases, your jumping periods will become longer and your rest periods shorter. Your *long range* goal might be 250 turns in five minutes in succession without missing.

Interim Goals

Week 1
- Warm-up one minute. Rest for 30 seconds.
- Skip 10 times. Rest for 30 seconds.
- Each day add five more times until you are jumping 30 times at the end of the week.
- Each exercise period is about five minutes long, repeating the pattern about four times.

Week 2
- Warm-up — jog in place 50 steps, jiggling arms and hands overhead. Rest for 15 seconds.
- Skip 30 times. Rest for 30 seconds. Repeat pattern four times.
- Each day add five more times until you are jumping 50 times at the end of the week.

Week 3
- Warm-up — jog in place 50 steps, jiggling arms and hands overhead. Rest for 15 seconds.
- Skip 50 times without stopping and rest for 30 seconds, or a little more if needed. If you miss, just resume skipping and counting (don't start over again at one).
- Skip 50 more without stopping and then rest.
- Repeat two rounds of 50 jumps each, each day for the rest of the week.

Week 4
- Beginning at the fourth week your goal is to increase the number of skips in each round. As your stamina and endurance increase, try to make each sequence a little longer. Add a few skips each day until you reach your goal of 250 skips. It may take 15 weeks or more to accomplish this, but don't try to hurry it by increasing your skipping too quickly.

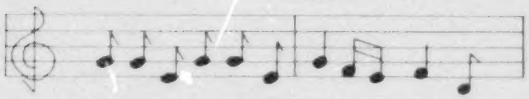
Griffin Middle School, Cobb County

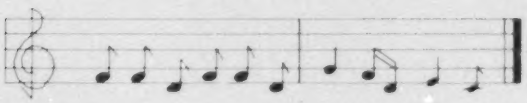
Rhythms with Lummi Sticks, Wands, Streamers, Bamboo Poles, Hoops and Balls

Lummi Sticks

Lummi stick routines originated with and are still performed by the Maoris, a Polynesian people who settled in the North Island of New Zealand around 1350 A.D. The action consists of tapping short sticks (about 12 inches long) together, on the floor or against partner's sticks in rhythm to a Maori (rhymes with *COW-ree*) chant. Sticks are also tossed from partner to partner. The routines are usually done in groups of twos or fours.

The original Maori chant was done in 6/8 rhythm.



Mah ko way ko tay oh way koo-ee tah nah
1 2 3 4 5 6 1,2 3 4,5 6

Mah ko way ko tay oh way koo-ee tah nah
1 2 3 4 5 6 1,2 3 4,5 6

Contemporary music may be used if it has a clear, steady beat that remains the same throughout. Almost any meter may be used, 4/4, 3/4, 6/8, etc.

Students should practice skills, combine them and try them to music, first with a partner and then in groups of four players.

Basic Skills

Down
Hold sticks vertically in front; tap bottoms of both sticks on floor at same time.

Together
Hold sticks vertically in front; tap sides of sticks together.

Cross
Hold sticks in front with top ends slanted forward toward floor; cross hands and tap the top ends of sticks on floor in front.

Shoulder
Tap top of both shoulders simultaneously with top ends of sticks.

Flip
The top end of the stick touches the floor (front) and, keeping the hand almost stationary, use a slight wrist action to flip the top end of the stick up and toward the body, and into the hand.

Toss (to partner)
Hold sticks vertically in front of body. Keeping sticks vertical, toss right stick toward partner's right hand, catching partner's right hand stick as it is tossed to you. Repeat with left hand.

Wands

Cut broomsticks in 22-inch lengths or longer, depending on size of students.

- Do actions individually with one or two wands or do with a partner, each partner holding one wand.
- Make up patterns of rhythmic movement to music, tapping wands together or tapping ends of sticks to floor.
- Hold stick with two hands (one on each end). Do stretching, bending, swaying and similar movements as in an exercise routine. Choreograph movements to the beat of the music.
- Do mirror image patterns with each partner holding own wand. One is leader, the other follower. (Do eight beats, freeze. Then partner does the same thing.)

Streamer and Ribbon Activities

Use 18-inch dowel sticks. Cut six-foot streamers from crepe paper, bright colored plastic or cloth.

Ching Ching Tai (The Ribbon Dance Chant)
In the streets of China Town
Ribbon sticks go round and round
As the boys and girls do race
All about the market place.
1 - 2 - 3 - 4

Maneuver ribbons with flowing, jerky or vigorous movements, making circles overhead, to the side of the body, in front of the body, figure eight in front of the body, etc.

Put movements together in a pattern and choreograph a routine to music.

Bamboo Poles

Tinikling
Philippine pole dance (see Folk Dance unit).

Hoops

Develop hoop routines to music using hoops in a variety of ways.

- Holding hoop while bending and stretching.
- Swinging hoop from side to side while performing a variety of foot patterns.
- Place hoops in pattern on floor. Move through pattern using a variety of movements (leaping, stretching, twisting, turning).
- Jump hoop (as in jumping rope).

Balls

Rhythmic ball bouncing to music (4/4 rhythm)

Basic skills

toss	bounce-pass
catch	bounce-toss
pass	dribble (hands)
bounce-catch	volley
toss-catch	roll

Routines may be done by individuals, partners, in lines or circles.

Ball gymnastics

Maneuvering ball while stretching, turning, bending, lunging or twisting to musical accompaniment.

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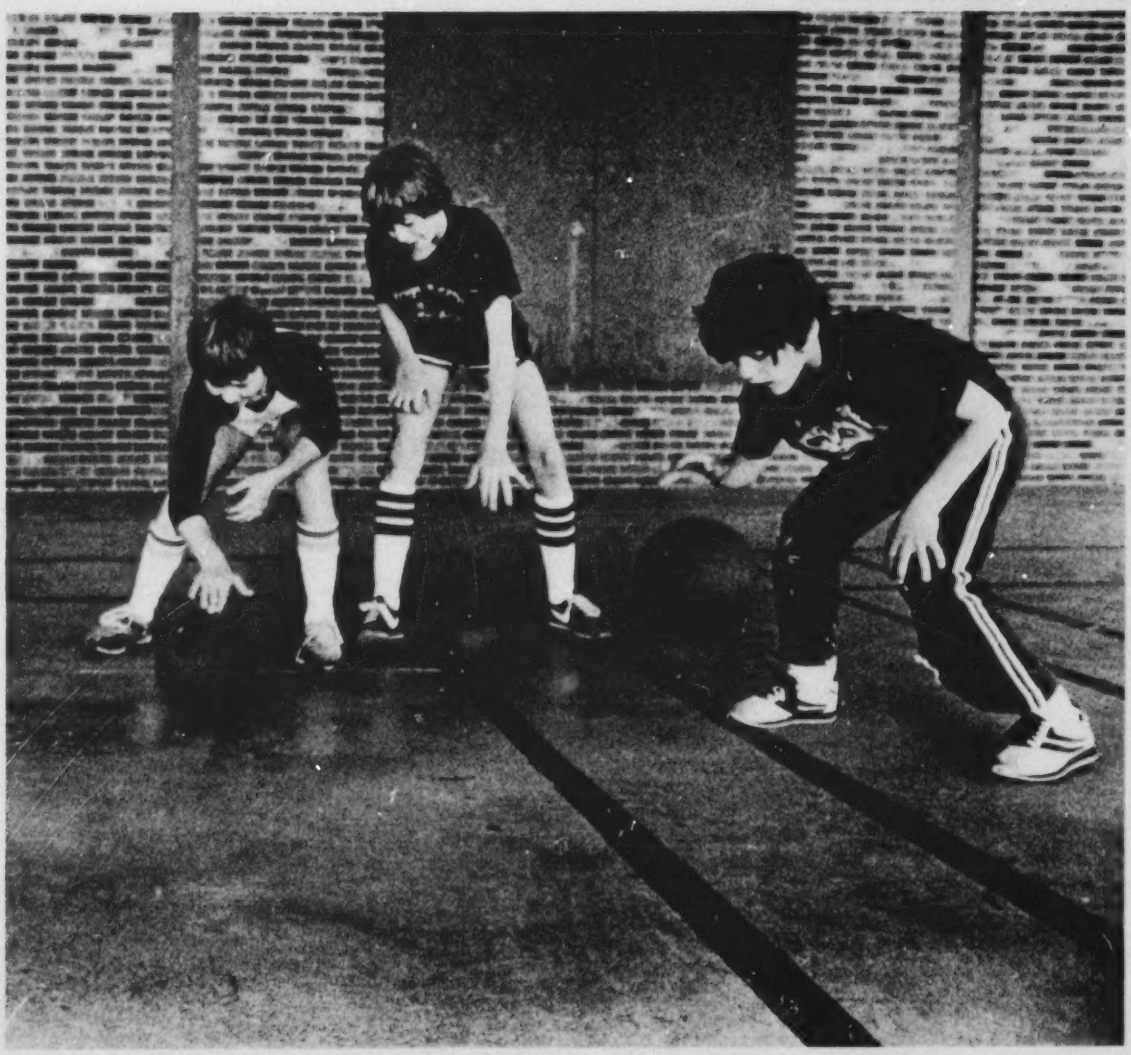

Resources

Rope Skipping

Books

Campbell, Greg, *The Joy of Jumping.* New York: Richard Marek Publishers, 1978.

Cendali, Richard, *Skip It For Fun!* Boulder, Colo.: Rocky Mountain Sports, 1977.

Filson, Sidney and Jessup, Claudia, *Jump Into Shape.* New York: Ballantine Books, 1978.

Mitchell, Curtis, *The Perfect Exercise: The Hop Skip Jump Way To Health.* New York: Simon and Schuster, 1976.

Prentup, Frank, *Skipping the Rope for Fun and Fitness.* Boulder, Colo.: Pruett Publishing Company, 1963.

Skolnik, Peter, *Jump Rope!* New York: Workman Publishing Company, 1974.

Smith, Paul, *Rope Skipping: Rhythms, Rhymes, Routines.* Freeport, N.Y.: Educational Activities, Inc., 1969.

Records

Albums

Kimbo 4001	*Rhythmic Rope Jumping.* Elementary LP record and manual.
HYP 12	*Rope Skipping.* All grades; LP records.
	Rope Skipping — Rhythms, Rhymes and Routines, Paul Smith. Educational activities; LP record and book.

Singles

Folkraft 1093	*Jessie Polka.* Any good contemporary music with a steady 4/4 beat or marching music.

Films

16mm	*Rope Jumping.* Film Associates, 11559 Santa Monica Boulevard, Los Angeles, California 90025.
16mm	*Rope Skipping — Basic Steps.* Martin Moyer Production, 900 Federal Avenue, Seattle, Washington, 1965. 16 minutes, color and sound.
16mm	*Rope Jumping.* General Learning Corporation, 1968. 16 minutes, color and sound.

Lummi Sticks

Books

Bryant, Rosalie and Oliver, Eloise McClean, *Fun and Fitness Through Elementary Physical Education.* West Nyack, N.Y.: Parker Publishing Company, 1967.

Jensen, Mary Bee and Jensen, Clayne R., *Folk Dancing.* Provo, Utah: Brigham Young University Press, 1973.

Records

	Any instrumental music with a steady beat (4/4,6/8,3/4, etc) Adapt stick patterns to the music.
Kimbo 2035	*Disco Lummi Stick Activities.* ACC 2000 — Lummi sticks 10 inch, 24 per package.
#55	*Rhythm Stick Activities.* Glass, Hallum, Capon, LP and guide.

Kimbo 2015	*Simplified Lummi Stick Activities.*
Kimbo 2000	*Lively Music for Lummi Stick Fun.*

Wands

Book

Provaznik, Marie and Zabka, Norma B., *Gymnastic Activities with Hand Apparatus.* Minneapolis, Minn.: Burgess Publishing Company, 1965.

Streamers and Ribbon Activities

Records

AR 578	*Streamer and Ribbon Activities* by Buzz Glass and Jack Capon. (LP and guide. Ribbon wands also available.)
KIM 4035	*Modern Gymnastics with Ribbons* (LP and manual).

Bamboo Poles

Book

Jensen, Mary Bee and Jensen, Clayne R., *Folk Dancing.* Provo, Utah: Brigham Young University Press, 1973.

Records

KEA 9015	*Tinikling* (LP and guide; authentic 3/4 beat).
KEA 8095	*Contemporary Tinikling* (LP and guide; modified with 4/4 beat).
RCA 4126	*Tinikling* and three other dances (45 rpm).
EZ45-701-A	*Tinikling* (45 rpm).

Hoops

Books

Provaznik, Marie and Zabka, Norma B., *Gymnastic Activities with Hand Apparatus.* Minneapolis, Minn.: Burgess Publishing Company, 1965.

Records

Any record with a steady beat can be used.

Balls

Books

Provaznik, Marie and Zabka, Norma B., *Gymnastic Activities with Hand Apparatus.* Minneapolis, Minn.: Burgess Publishing Company, 1965.

Records

Kimbo	*Ball Gymnastics* (Elementary; LP and manual).
Album 30	*Musical Ball Skills* (Education Activities; 2 LP's and manual).

Any instrumental music with a steady beat could be used.

I. Aquatics

This unit acquaints students with the various ways to move in the water. It seeks to give students confidence in their ability to cope with the hazards of water activities and to enjoy water sports.

1. Drownproofing

As the name implies, the purpose of this unit is to make it possible for the student to survive in the water.

The drownproofing teacher must give careful consideration to two basic and important factors when introducing this skill. They are breath control and body buoyancy.

Breath Control

Mastery of proper breath control is the key to successful drownproofing.

1. Air must be taken in (inhaled) through the mouth because a larger volume is possible and because water taken into the mouth may be spit out or swallowed. The former is recommended.
2. The air *must* be exhaled (blown out) through the nose. This makes it impossible for water to enter the nose creating discomfort and gagging.
   a. Many novice swimmers have difficulty accomplishing this seemingly simple exercise. If so, have them practice *humming*. Humming is created by air moving out of the nostrils.
   b. The exhaling (humming) must be done through constricted nostrils and the flow of air controlled. A controlled exhalation (through the nose) for a minimum of five seconds is more than adequate in the development of proper breath control.

Body Buoyancy

Youngsters, adult females and a majority of adult males have a specific gravity of less than 1.0 (about .96), so they have no problem remaining on the surface (floating). Care must be taken

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to emphasize the importance of resting (floating) in the face down position. Resting on the back may result in being gagged by water which breaks over the face and runs into the nose, throat and trachea. Gagging may lead to panic.

1. The resting position will vary slightly among youngsters, but the majority will be comfortable in a vertical position with the face down. (This position is best identified by looking at the swimmers neck . . . be sure that the back of the neck shows no wrinkles)

2. The arms and legs must be moved gently to the get set position. After that the sequence should be followed.

Basic steps in drownproofing

Rest (sink vertically)
Get set
Lift head, exhale
Stroke and kick, inhale
Head down, press

*Appreciation is extended to Ms. Tricia Smyke, Atherton School, DeKalb County, for permission to use this outline.

Aquatics
(Two Week Unit)

Day 1	Day 2	Day 3	Day 4	Day 5
Objective — to categorize students into swimmers and nonswimmers by 1. jumping in, swimming to instructor and swimming back 2. retrieving pennies on bottom of pool 3. floating on back 4. spread eagle jump	**Swimmers objective** — to introduce the rest position (vertical float) **Nonswimmers objective** — to work in small groups trying to overcome the fear of water by 1. jumping into shallow end 2. kicking while holding on to side of pool 3. kicking while holding instructor's hands 4. kicking while holding on to kick board 5. playing small group games involving insertion of face into water	**Swimmers** **Review** — rest position **Practice** — vertical float, float as long as possible (15 minutes maximum). **Introduce** — get set position **Nonswimmers** — continue working in small groups.	**Swimmers** **Review** — get set position **Practice** — get set position while vertically floating in water. **Introduce** — lifting head and exhaling steps. **Nonswimmers** — continue working in small groups.	**Swimmers** **Review** — lifting head and exhaling steps. **Practice** — lifting head and exhaling steps while vertically floating in water. **Introduce** — stroke, kick and inhale steps. **Nonswimmers** — continue working in small groups.
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
Swimmers **Review** — stroke, kick and inhale steps. **Practice** — stroke, kick and inhale steps while vertically floating in water. **Introduce** — hand down and press step. **Nonswimmers** — continue working in small groups.	**Swimmers** **Review** — head down and press step. **Practice** — head down and press step while vertically floating in water. **Practice** — drownproofing float, combining the five basic steps. **Nonswimmers** — continue working in small groups.	**Swimmers** **Practice** — drownproofing float for an extended period of time. Individual attention will be given to swimmers having problems. **Introduce and practice** — free style kick and side stroke kick while swimming lengths of the pool. **Nonswimmers** — continue working in small groups.	**Swimmers** **Review** — free style and side stroke kick. **Introduce and practice** — hand movements for free style and side stroke while swimming lengths of the pool. **Nonswimmers** — continue working in small groups.	**Swimmers** **Practice** — drownproofing float for an extended period and remain in the drownproofing float for as long as possible. Combine the kicks and hand movements of the free style and side stroke and swim lengths of the pool. **Nonswimmers** — continue working in small groups.

2. Swimming and Diving

In this unit the student will be taught how to move in the water efficiently for recreation or sport.

Basic Skills
Adjusting to the water
Breathing and bobbing
Buoyancy and floating
Moving through the water coordinating arms and legs
Using strokes and breathing

Strokes
Treading water and sculling
Breaststroke and butterfly
Sidestroke
Crawl
Backstroke

Diving
Surface diving
Deck dives
Racing dives
Low board dives
High board dives

3. Lifesaving

Lifesaving requires skill in helping anyone in trouble in the water and a knowledge of safety.

Swimming skills consists of the following.
Fundamental strokes, forward crawl, sidestroke, breaststroke and backstroke
Treading water
Approaching victim and carrying
Artificial respiration

Approaching a drowning victim
Surface approach
Underwater approach
Life preserver
Extension of clothing or other material

Carries
Cross chest
Head
Hair
Tired swimmer

Artificial Respiration
Mouth-to-mouth resuscitation
Cardiopulmonary resuscitation
Back pressure-arm lift

4. Synchronized Swimming

This activity allows a person who has mastered basic swimming techniques to develop intricate patterns for water ballet with other swimmers.

Basic Skills
Sculling
Finning
Flips
Surface dives

Stroke variations
Forward crawl
Sidestroke
Breaststroke
Backstroke

Fundamental skills
Sommies or flips
Surface dives
Dolphin
Marlin turns
Marching
Ballet leg

Combining strokes to music
Patterns
Rhythm
Choreography

5. Water Sports

These activities are recreational and intended for practice and fun.

Swimming relays
Crawl stroke
Backstroke
Breaststroke
Butterfly
Medley relay

Water games
Tag
Follow the leader
Keep away
Marco polo

Water sports
Water cage ball
Water basketball
Water polo
Tug of war

J. Recreational Games

In this unit the student will be taught techniques, skills, rules and strategies for participating in the following recreational games.

Horseshoes
Shuffleboard
Table tennis
Deck tennis
Tether ball
Four Square
Frisbee
Croquet
New games

1. Horseshoes

Course Description
The beginning horseshoe unit teaches students the game as a lifetime sport. The origin of the game, basic rules, skills and strategies are explored. Tournament play is a large part of the unit.

Course Objectives
Students will

1. learn horseshoes as a possible lifetime sport;
2. practice basic skills and learn rules;
3. play competitively in tournaments;
4. take a written test on their knowledge and experience;
5. learn courtesies and etiquette of the game.

Fundamental Skills

Origin and brief history of the game

Courtesy and safety
- No heckling of other pitchers
- No player touches horseshoes until both have agreed on the possible points
- No player goes to the opposite stake before the inning is complete
- No player hinders the pitcher in any way
- No student to pitch unsupervised

Care and selection of equipment

Rules and regulations

- Game play
  Foul line
  Pitching distance
  Stakes
  Court
  Pitcher's box
- Scoring
  Ringer
  Leaner
  Closest shoe
- Fouls
  Pitching out of turn
  Out of bounds
  Over the foul line

Specific skills

- Grips
- Stance
- Pitch
  Arm swing
  Release
  Flight
  Follow-through
  Basic strategies of the pitch

Tournament play

Written test

2. Shuffleboard

Course Description
A beginning shuffleboard class includes actual playing and learning strategies. Students compete in singles play as well as doubles and should gain enough interest and skill to make the game a lifetime sport.

Course Objectives
Students will

1. learn about shuffleboard through lectures and discussion of the game's origin, rules and strategies;
2. participate in singles and doubles tournament play within each class after appropriate skills are developed;
3. enjoy competition through daily practice and playing;
4. learn various strategies necessary to becoming a skilled player;
5. take a written test on their knowledge of the game.

Fundamental Skills

Origin and history of the game

Care and selection of the equipment

Basic rules and regulations
Game of singles
Game of doubles
Court
Equipment
Scoring
Penalties

Playing courtesies

Practice of disc placement
Push
Held position of cue
Foot position
Follow-through

Basic terminology
Cue
Disc
Court
Dead disc
Game
Round

Basic strategies

Tournament

Written test

3. Table Tennis

Course Description
A beginning unit in table tennis teaches students how to properly play the game. They learn basic skills, rules and strategies.

Course Objectives
Students will

1. learn skills needed for participating in table tennis singles and doubles;
2. learn and follow the rules of the game;
3. enjoy competition through practice of basic skills and tournament play;
4. acquire the knowledge, skills and experience needed to play table tennis outside the classroom;
5. learn good sportsmanship in playing the game.

Fundamental Skills

Origin and history of the game

Care and selection of equipment

Skills

Grips
Stance and footwork
Forehand
Backhand
Serve

Rules

Singles and doubles
Service rotation
Let ball
Scoring
Order of play

Strategy

Change of pace
Long to short shots
Accuracy
Control
Consistency

Safety

Falling on slippery floors
Removal of articles around playing area

Written test

Doubles tournament

4. Deck Tennis

Course Description
The unit on deck tennis teaches rules and strategies of singles play and doubles play. Serving, scoring, rotating and catching are practiced throughout the course.

Course Objectives
Students will

1. identify in class the basic terms used in deck tennis;
2. learn various strategies through participation with other class members;
3. participate in a game of deck tennis, calling the score while others observe;
4. develop skills in catching and throwing through daily practice;
5. compete in tournament play.

Fundamental Skills

Specific skills

Grip
Serve
Release
Catch
Return of ri:g

Basic terms

Ring
Net
Toss
Court
Service
Singles play
Doubles play
Receiver
Server
Dead ground

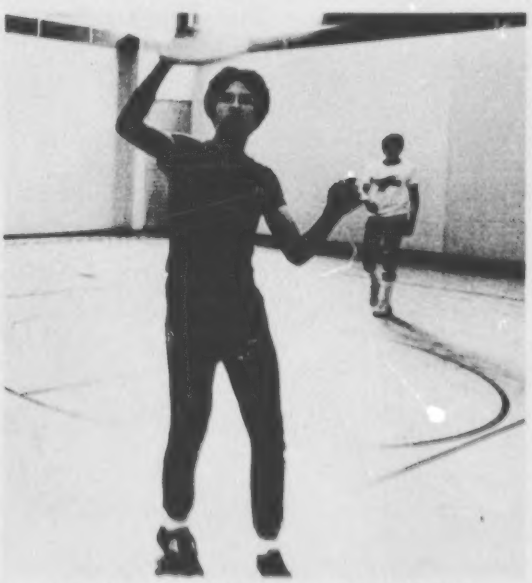
Rules

Scoring
Rotation of server and receiver
Dead ground
Use of one hand
What constitutes a game won

Basic strategies

Change of pace
Court placement
Opponent weakness

Doubles tournament



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5. Tetherball

Course Description
A unit in tetherball teaches a game easily played outside the classroom. Because there are few rules and limited skills, students should achieve a high degree of success and challenge.

Course Objectives
Students will

1. learn the basic rules of tetherball;
2. develop eye-hand coordination through daily practice of serving and hitting the ball;
3. compete in tournaments;
4. learn good sportsmanship.

Fundamental Skills

Nature and origin of the game

Care and selection of equipment

Rules

- Holding or catching the ball
- Hitting the ball with any part of the body other than hand or forearm
- Hitting the rope
- Playing the ball while standing outside the neutral zone
- Touching the ball before it circles around the pole twice
- Touching the pole

Court

Neutral zones
Playing zones

Scoring

- If a player commits a foul, the game is forfeited.
- First player to successfully wrap the rope and ball around the pole.
- A set is four games out of seven.

Skills

Serve
Hitting ball with hand and forearm

Strategy

Timing each hit
Keeping ball high

Tournament play

6. Four Square

Course Description
Four square is a fast moving game with several players and few rules. Students quickly become excited and involved in the game. Four square can be played inexpensively and outside the classroom.

Course Objectives
Students will

1. challenge each other to play four square;
2. learn basic rules and strategies of four square;
3. learn good sportsmanship;
4. have fun through total participation.

Fundamental Skills

Rules

- The ball must be hit underhand.
- The person waiting to play begins in square #4.
- When a player is out, all players still in the game rotate one position.
- The player in #1 position remains there until he or she makes a mistake.
- The ball is good and should be played if it lands on an outside line of the square.

A player is out of the game temporarily when

- the ball bounces more than once in the player's square.
- the player fails to hit the ball into an opponent's square.
- the player hits the ball and it lands on a line between squares.
- the player fails to make the ball bounce in an opponent's square.
- the player hits the ball before it bounces in his or her square.
- the player does not hit the ball underhand.

Challenges within the class

Four Square
(Two Week Unit)

Day 1	Day 2	Day 3	Day 4	Day 5
Introduce — Four Square, through demonstrations **Practice** — by allowing students to participate at random from one central location so others may observe **Introduce** — rules, as violations occur	**Review** — rules **Practice** — 1. divide students into groups of four, with extra students serving as alternates to each group 2. have all students participate during class, rotating when needed	**Practice** — 1. divide students at random to play against other opponents 2. total participation	**Practice** — 1. divide students at random to play against other opponents 2. total participation	**Introduce** — the procedure for making challenges and allow students to challenge as partners against other partners **Practice** — allowing time for decisions to be made for challenges
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
Practice — challenges among the students 1. chart each student's total game wins for five days 2. make charts visible for students beginning today	**Continue challenges** (to be made the day before they are to be played)	**Continue challenges**	**Continue challenges** — and determine the top winners and schedule these students to play on the final day (day 10)	**Competition** — top winners to compete and students observe or play alongside the final competitors.

7. Frisbee

Course Description
Beginning frisbee includes throwing, catching and basic techniques. Students learn to measure distance and accuracy of throws. Class demonstrations are performed at length.

Course Objectives
Students will

1. learn various methods of throwing the frisbee; such as crossbody backhand, sidearm and underhand throws;
2. participate in throwing and catching;
3. be tested individually on distance and accuracy;
4. demonstrate frisbee technique and skill individually or with partner.

Fundamental Skills

Basic skills

- Cross body backhand
  Grip
  Stance and delivery
  Step and throw
  Full throw
    a. *Power from upper body and hips*
    b. *Use of run or step*
- Sidearm or forehand
  Grip
  Stance and delivery
  Step and throw
- Underhand throws
  Underhand grip
  Step and throw
- Catching
  Front of body
  Between the legs
  Behind the back
  Finger tip of index finger

Drills

- Distance
  Throw for greatest distance
  Throw for distance and accuracy
    a. *Straight line marked off in yards*
    b. *Establish scale for penalty deductions if thrown away from boundary line*
- Accuracy
  Use archery targets if available
  Mark ground with 4-6 circles, two yards apart with points for each

Demonstrations

- Individual
- Partners

Frisbee
(Two Week Unit)

Day 1	Day 2	Day 3	Day 4	Day 5
Introduce cross body backhand and front catch **Practice** — individually and with partners and groups of three	**Review** — cross body backhand **Introduce** — sidearm **Practice** — individually and with partners and groups of three **Student observations and demonstrations**	**Review** — sidearm throw **Introduce** — underhand throw **Practice** — with partners and groups of three	**Introduce** — techniques for catching • between legs • behind back • finger tip **Practice** — catching techniques	**Practice** — throws for greatest distances
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
Test — by measuring greatest throws and giving points per yard thrown without penalties	**Practice** — throwing for accuracy at circles, designating points for all circles	**Test** — three to five throws per student, total and post on bulletin board	**Practice** — individually and with partners for demonstrations to be presented in class	**Observe** — demonstrations by all students

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8. Croquet

Course Description
The basic terms, rules and skills of croquet are taught and students participate in the game.

Course Objectives
Students will

1. develop such basic skills as front stroke, side stroke and roquet stroke through participation;
2. learn playing rules;
3. learn and discuss terms such as roquet, croquet, ricochet and rover;
4. demonstrate knowledge of the route of play by setting up the stakes and arches correctly;
5. participate in tournaments and develop skills in competition.

Fundamental Skills

Terms
Roquet
Croquet
Ricochet
Rover
Arches
Mallet
Stakes

Skills
Front stroke
Side stroke
Roquet stroke

Prepare and demonstrate route of play

Strategy
Keeping opponent away from stakes
Goal play position

Tournament play

9. New Games

Course Description
This unit offers a new direction to traditional sports — a way of playing that is exciting and enjoyable but requires no exceptional athletic ability. New Games can be played in existing play spaces or other spaces made safe for play, using common equipment or no equipment at all. The New Games experience is both challenging and joyous. Competition and cooperation are combined for players to compete as partners, giving each other the chance to play well. Through the games played and their methods, everyone is encouraged to join in and to see themselves as active and creative people.

Course Objectives
Students will

1. run and jump because it feels good;
2. learn to touch others in a nonthreatening way;
3. release physical aggression without hurting anyone;
4. celebrate differences;
5. rejoice in their physical being.

Rationale
More than a list of games, New Games is an attitude toward play. It is the attitude that people can and should play together for the fun of it, and that the people playing are the most important part of any game. When playing New Games, players are free to change the rules as they play to make games fairer, safer or more interesting for everybody.

Fundamental Skills

Rules

- anyone can play, families and friends, neighbors and strangers
- no restrictions on age, sex, size, ethnic or economic background
- object is participation, not spectatorship
- how the game is played is more important than who won or lost
- make the game fun, then everybody wins

**New Games*, The New Games Foundation. P.O. Box 7901, San Francisco, California 94120.

Pine Mountain Middle School, Cobb County

Terms

Play Hard means playing to the limits of our abilities and sometimes surpassing those limits. Both competitive and cooperative games can challenge us to reach our full potential. By accepting these challenges, we enter more fully into the games and have more fun. It's when we play our hardest that we have the most fun.

Play Fair means giving everybody a fair chance. We approach this goal by encouraging players to referee. The players are the most important part of any New Game, and so they can change the rules to make the game fairer, safer or more fun for everyone playing. When we all share in determining the rules, we feel as if we own the game. Owning the game encourages us to play more responsibly.

Nobody Hurt means everyone tries to make the games safe — both physically and emotionally. Whether senior citizens or Olympic athletes, we can all relax and play a better game when we feel safe. Knowing we care about each other's safety and well-being brings us closer together.

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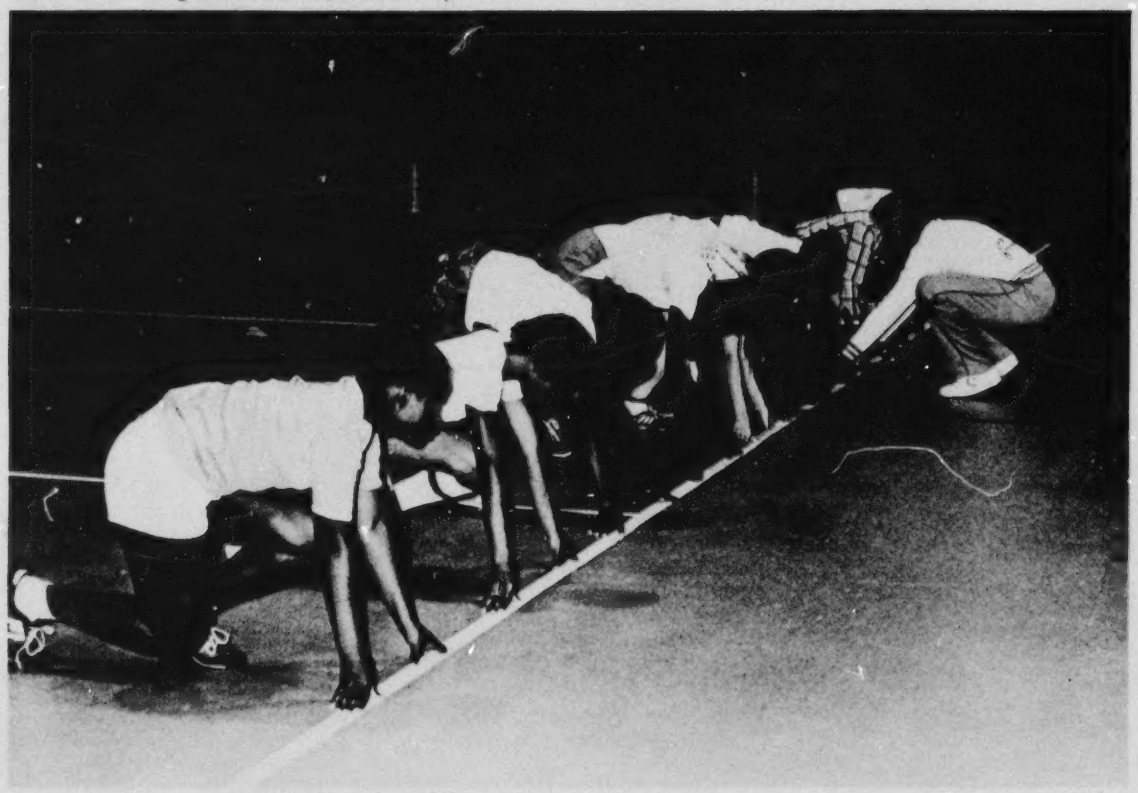
Martin Luther King Middle School, Atlanta City



K. Track and Field

Course Description
An introduction to the three areas that comprise the sport of track and field. Form, rules, strategy, equipment and safety in dashes, runs and field events will be studied.

Running, jumping and throwing events have existed from the beginning of recorded time. It was the Greek culture, however, that laid the foundation for our modern competitions in track and field games, the most famous of which is the Olympic Festival. The Olympics began in 776 B.C. and were held every four years until 394 A.D. The modern games were revived by Baron Pierre de Coubertin in 1898 in Athens for the purpose of restoring ancient Olympic ideals.

Track and field appeals to competitors of all sizes and body builds. The diversified nature of the events allows individuals to select those appropriate to their natural talents.

Course Objectives
To help the student learn

1. basic track and field skills;
2. strategy related to each event;
3. rules pertaining to each event;
4. safety precautions related to each event;
5. drills and conditioning techniques which will lead to the development of speed, agility and endurance in running, throwing and jumping.

1. Dashes

Starting and sprinting rules

1. Starting blocks may be used for races up to 400 meters (440 yards)
2. Races are run in a counterclockwise direction on a track
3. Standard distances
   100 meters (100 yards)
   200 meters (220 yards)
   400 meters (440 yards)

4. Disqualifications
   Two false starts
   Intentionally leaving designated running lane
   Obstruction of another competitor
   Receiving assistance during a race
5. The finish
   - *Torso must break plane of finish line*
   - *Competitor's head, neck, arms, legs, hands or feet are not considered as part of the torso*

Starting positions

1. Crouch start
   Bunch
   Medium
   Elongated
2. Standing start
3. Starting on a curve

Basic starting (crouch) technique

1. Entry into blocks
   Stronger leg in front
   Rear knee on ground in line with toes of front foot
   Arms straight, shoulder width apart
   Fingers behind line
2. Take your mark position
   Fingers in high bridge
   Head in line with back
   Shoulders over hands
3. Roll from take your mark to set position
   Move shoulders forward
   Raise hips
   Focus on a spot approximately 15 inches in front of line
4. Starting technique from blocks on go command
   Push hard against blocks
   Pump arms
   Drive hard against blocks as rear leg is pulled through
   Keep trunk low
5. Sprinting form
   Maintain low trunk for approximately the first 10 strides
   Long fast strides with high knee action
   Pump arms from shoulders with elbows held at 90 degrees
6. The finish
   Run straight through tape
   Trunk dips slightly at tape

2. Hurdling

Hurdling rules

1. Hurdle dimensions
   High hurdles, 39 inches
   Intermediate, 36 inches
   Low hurdles, 30 inches
2. Standard race distances and hurdle placement
   120 yards high 10 hurdles/ 10 yards between hurdles
   440 yards intermediate 10 hurdles/ 38.2 yards between hurdles
   180 yards low 10 hurdles/ 20 yards between hurdles
3. Disqualifications
   Two false starts
   Intentionally leaving the track
   Receiving assistance
   If a runner trails a leg alongside any hurdle
   If a runner moves out of the lane
   Intentionally knocking a hurdle down
   Knocking down three hurdles

Elements of hurdling form

1. Approach
   - *Keep shoulders square to hurdle*
   - *Running action is exactly the same as the sprint*
2. Lead leg placement
   - *Thrust lead foot toward hurdle while leaning forward*
   - *Opposite arm is thrown forward*
3. Body lean and clearance
   - *Body should bend over lead leg*
   - *Trail leg is flat with toes pointed outward as hurdle is cleared*
   - Trail leg is pulled quickly across hurdle
   - Bring knee through high and forward, extending toes forward to land on ball of foot
4. Follow-up stride
   - *Snap lead leg forward and down, maintain body lean until clearance is complete*
   - *Take a slightly longer stride coming off each hurdle*

Practice techniques

Ground hurdling
Hurdle bends (using hurdle or hurdle rail)
Hip circles
Leg swings

3. Relays

Relay racing rules

1. Standard race distances
   4x110 quarter mile
   4x220 half mile
   4x440 mile
   One mile medley sprint relay, 400, 220, 220, 880
   4x880 two mile
   4x one mile
2. Relay team members
   Four per team
   Each member runs only one section (leg) of a race
3. Relay race zones. (440 relay).
   - *Accelerating zones, allow receiving runner to build up speed prior to baton exchange (11 yards in length)*
   - *Takeover zones, zone where actual exchange of baton must occur (22 yards in length)*
4. Disqualifications
   Baton exchange occurring outside takeover zone
   Pushing
   Obstruction
   Giving assistance at takeover

Elements of relays

1. Starting techniques
   - *Apply all sprint start techniques*
   - *Hold baton with four fingers, rest knuckles and thumb on ground*
2. Baton carrying position
   - *Hold baton at one end with greater length extending from front of hand*
   - *At starters signal close hand around baton*
3. Baton exchange

   Sight
   Receiving runner looks over left shoulder to adjust speed to oncoming runner; left hand is extended back with wrist held firm

   Blind
   Receiver runs forward with arm extended back; wrist is held firm with a V formed by index finger and thumb; passer has responsibility for placing baton in receivers hand

Practice techniques
Shuttle relays
Baton passing (straight line).

4. Distance Runs

Middle and long distance events
880-yard run
Mile Run (1500 meters)
5,000 to 10,000 meters
Marathon (26 miles, 385 yards)

Running form related to each event

1. Foot placement
   The slower the speed, the shorter the stride
   The faster the speed, the longer the stride
2. Arm action
   Arm action should balance leg action
   Arms should maintain a 90-degree angle
3. Body carriage (middle vs. long distances)
   - *Middle distances, high knee recovery, greater body lean*
   - *Long distances, lower knee recovery, less body lean*
   - *Both distances, ball-heel landing, then drive off front part of foot*

Training methods
Fartlek
Interval
Repetition running
Time trials
LSD, long slow distances

5. Shot Put

Rules of the shot

1. Elements of a legal throw
   Begin from a stationary position
   Throw is made with one hand
   Remain in circle until the shot lands
   Exit by the rear of the circle
2. Elements of an illegal throw
   Improper positioning of shot prior to release
   Improper release
   Competitor touches top of stopboard
   Competitor touches ground outside circle
   Shot lands outside sector lines
3. Dimensions and weight of shot
4. Dimensions of circle, stopboard and throwing sector
5. Measurement technique and formula used in deciding place winners.

- *Number of trials depends upon level of competition*
- *Throws are measured to nearest mark made by shot to inner edge of ring bounding the circle*
- *Throw is recorded to nearest 1/4 inch below distance put.*
- *Best distance is the winner*

6. Safety procedures.

Elements of the basic throwing technique

1. Grip and shot placement
   - *Shot held at base of middle three fingers*
   - *Shot is pressed against neck as elbow points away from the body (carrying the shot)*
2. Initial stance at rear of circle
   - *Weight rests on right foot (right handed thrower)*
   - *Opposite foot touches lightly behind body*
   - *Face away from direction of throw*
3. Movement (glide) across circle
   - *Flex right knee*
   - *Bring left knee close to right leg and dip head and upper body*
   - *Use hopping motion to shift weight to left leg*
   - *Extend left leg*
4. Body rotation
   - *Lead with free arm and left side of body*
   - *Move body forward and upward by pushing from right leg*
5. Release and follow-through
   - *Push shot forward, releasing it with a wrist snap*
   - *Follow through with shift of weight as rear leg comes forward and front leg back*

Alternate techniques
Side-on technique
Step back technique
The O'Brien shift

Practice techniques
Standing put
Moving across circle (cross step)

6. Discus

Rules of the discus

1. Elements of a legal throw
   Begin from a stationary position
   Any throwing technique may be utilized
   Remain in circle until discus lands
   Exit by the rear of the circle
2. Elements of an illegal throw
   Competitor touches throwing circle boundary
   Competitor touches ground beyond boundary
   Discus lands outside throwing sector
3. Dimensions and weight of discus
4. Dimension of circle and throwing sector
5. Measurement technique and formula used in deciding place winners
   - *Measurement procedure is the same as that for the shot*
   - *Distances are recorded to nearest one inch below distance thrown*
6. Safety procedures

Elements of the basic throwing technique

1. Grip
   - *Spread fingers with palm of hand flat on discus*
   - *Grip with first joint of fingers with thumb on top pressing down*
2. *Initial stance at rear of circle*
   - *Stand at rear of circle facing away from throwing sector*
   - *Feet are approximately shoulder width apart*
3. Initiating throwing movement
   - *Take practice swings with body rotation (feet stationary)*
   - *Lead with left knee and pivot on left foot*
   - *Shift weight to left foot*
4. Spin and foot placement
   - *Lead with right knee and move right leg around left*
   - *Bring right foot down and turn on right foot*
   - *Bring left leg around and to the ground*
5. Body rotation
   - *Rotate body to the left*
   - *Drive right hip forward and upward*
   - *Bring shoulders around*
6. Throwing motion
   - *Straighten left leg*

- *Pull discus from behind body as trunk and shoulders lead the movement*
- *Keep discus out and away from body*

7. Release
   - *Release discus at approximately a 45 degree angle*
   - *Discus should rotate from hand touching index finger last*
   - *Follow through*

Practice techniques

Spinning discus in air
Spinning discus on ground
Moving across circle without discus
Standing throw (Scale)

7. High Jump

Rules of the high jump

1. Elements of a legal jump
   - *Length of the approach run is unlimited*
   - *Marks may be placed for approach and takeoff*
   - *One foot takeoff is required*
   - *Clearing the bar without dislodging it from the supports constitutes a legal jump*
2. Elements of an illegal jump
   - *Using a two-foot takeoff*
   - *Touching the ground or pit beyond the imaginary plane of the uprights before clearing the bar*
   - *Knocking the bar off the supports*
3. Dimensions
   Pit
   Cross bar
   Standards
   Approach area
4. Measurement technique and formula for deciding place winners
   - *Measurement is made perpendicular from the ground to the lowest part of the upper side of the bar*
   - *The cross bar is raised after each round*
   - *Competitors remain in the event until three consecutive failures occur at one height*
   - *The best height successfully cleared is retained as the competitor's record for the competition*

Jumping techniques

1. Belly Roll
   - *Approach bar from the left at a 35 to 45 degree angle to the bar*
   - *Start to lower hips approximately three steps from the bar*
   - *At takeoff, lean back, plant inside heel and throw arms and outside leg upward*
   - *Jumping leg is bent (at knee) as it swings toward the bar*
   - *Jumping leg is straightened as it goes over the bar*
   - *Rotate above the bar, straddling it at height of jump*
   - *Point toes of trailing foot upward*
   - *Throw lead arm downward*
   - *Land on back*
2. Eastern Cut-off
3. Western Roll
4. Fosbury Flop
5. Scissors

8. Long Jump

Rules of the long jump

1. Elements of a legal jump
   - *Take-off made from board*
   - *Take-off made from a point in front of board*
   - *Marks may be used alongside runway but not beyond take-off line*
2. Elements of an illegal jump
   - *Competitor touches any part of the ground beyond take-off line*
   - *Competitor touches the ground outside landing area nearer to take-off than the nearest point made by the body in the landing area.*
3. Dimensions
   - *Landing pit, 9 meters*
   - *Runway (minimum distance) 45 meters*
   - *Distance from take-off board to near edge of pit, 1 meter*
4. Measurement technique and formula for deciding place winners
   - *In a meet between two teams each competitor has four jumps*
   - *In a meet between more than two teams each has three jumps*

- *Measurement is made at right angles from the take-off board to the nearest break in the ground in the pit made by the jumper*

Elements of the jumping technique

1. Approach run
   Build-up
   Fast middle run
   Preparation for take-off (last five strides)
2. Gather phase
   - *Last strides, body becomes more erect and knees are kicked higher with more rapid leg movement*
   - *Body is lowered from hips in order to spring from board*
3. Take-off
   Lift free leg and contact take-off board forcefully
   Body is erect with chest lifted
4. Air style
   Free leg moves back and down (in air)
   Arms move back and over
   Tucked position is assumed
5. Landing
   Legs are outstretched for landing as heels strike pit
   Arms move back and down before landing
6. Air styles
   Hang
   Float (knee tuck, sail)
   Hitch kick (step in air)

9. Triple Jump

Rules of the jump

1. Elements of a legal jump same as long jump in relation to
   Approach run
   Initial takeoff
   Landing
2. Elements of an illegal jump
   - *Allowing sleeping leg to touch ground*
   - *Failure to use proper legs or sequence for hop, step and jump*
3. Dimensions
   Landing pit, eight meters
   Runway (minimum length), 45 meters
   Distance from take-off board to pit, 13 meters
4. Measurement technique and formula for deciding place winners (Same as long jump)

Elements of triple jump technique

1. Approach run, gather phase and take-off
   - *Similar to long jumping technique*
   - *Run to board, contacting it with right foot (foot placement is indicated in order to explain proper sequence)*
2. Hop technique
   Hop from right leg
   Hold left leg behind
   Jumper must land on right leg to complete hop phase
3. Step technique
   Jump forward from right foot
   Jumper must land on opposite (left) foot
4. Jump technique
   Jump from left foot
   Stretch legs out and arms back
   Use sail technique in air as in long jump
5. Landing
   Land as in the long jump

Practice methods

Standing triple jump

Short run and jump

Use colored tape

- *Red tape for right foot, green for left*
- *Tape helps athlete to develop the correct sequence of foot movements for the event*

10. Multiple Events

Decathalon (men)

100 Meters	110-Meter Hurdles
Long Jump	Discus
Shot Put	Pole Vault
High Jump	Javelin
400 Meters	1500 Meters

Pentathalon (women)

100-Meter Hurdles
Shot Put
High Jump
Long Jump
800 Meters

Rules

Decathalon

- *Events must be held in order listed*
- *This is a two-day competition with the first five events being held on the first day and the last five on the second day.*
- *The winner is the competitor who accumulates the highest point total over the ten events according to The International Amateur Athletic Federation.*

Pentathalon

- *Events must be held in order listed*
- *All events should take place on the same day*
- *The winner is the competitor who accumulates the highest point total over the five events*

11. Cross Country

Individuals and teams run over courses marked through the countryside

Rules

1. Many rules depend upon local conditions
2. Athletes may not receive assistance
3. The course must be marked indicating all turns and changes of direction
4. Uniforms are required as there is team competition involved

Distances

Senior men, five miles
International, seven miles
National championships, nine miles
Senior women, 1¼ to 3¼ miles

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L. Combatives

1. Self-defense

Course Description
An introduction to basic personal self-defense and its practical application to everyday life.

Course Objectives
To help the student learn

1. the proper use of kicking, throwing, striking, avoidance and other self-defense techniques;
2. the application of various techniques in real world situations and professions;
3. the differences between the various martial arts and their contributions to both sport and self-defense.

Mental preparation
1. The value of self-defense knowledge
2. The danger of improper use of self-defense techniques
3. The relationship of various skills to practical situations and professions
4. When to use self-defense techniques

Components of self-defense

Karate	Aikido
Judo	Street fighting
Boxing	Others

Basic self-defense principles and techniques

1. Avoidance techniques
   People
   Places
2. Distribution of force
   Falling
   Rolling
   Absorbing a blow
3. body positioning
   To execute a blocking technique
   To execute a striking technique
4. Striking techniques
   Punching
   Kicking
5. Throwing techniques
   Breaking balance
   Using an opponents force and momentum to your advantage
6. Vulnerable areas
   Pressure points
   Weak body parts
7. Releases
   Wrist locks
   Elbow locks
   Others
8. Use of common items for protection
   Keys
   Pencils
   Purses
   Books
   Others

Resources
Local police
Professional martial arts instructors
Films, slide shows, etc.
Students with martial arts experience

2. Wrestling

Course Description
An introduction to the elements of amateur and freestyle wrestling.

Wrestling is one of the world's oldest sports. Although its beginning is unknown, it is believed to have existed in prehistoric times as a means of self-preservation. Later cultures used it as a preparation for war. Its development as a combative sport can be traced to the tomb of Beni Hasan (Egypt, 3000 B.C.) where many holds and pinning combinations are depicted in drawings.

Many cultures have used this sport for various purposes. The Bible, for example, refers to it as a means for settling disputes, while the Greeks considered it an important part of their athletic program. Wrestling has developed as a sport in every civilized country in the world, each with its own native style. In the Orient, Sumo is a popular form where a contestant may win by causing his opponent to touch ground outside the ring or to touch ground inside the ring with a body part other than the feet. Costume wrestling, such as judo and karate, also has an Oriental origin. These forms allow the competitors to grasp parts of the costume (ghi or jacket) in order to execute moves.

The two Olympic styles of wrestling include Graeco-Roman and freestyle. Graeco-Roman rules

make it illegal to touch an opponent below the hip joint as all tripping and leg holds are prohibited. A fall or pin must be the result of a throw from the standing position. Freestyle (catch as catch can) allows holds both above and below the waist, as competitors attempt to pin the opponent's shoulders to the mat for two seconds. Freestyle is the form employed in interscholastic and intercollegiate competition today, with athletes competing against each other according to weight classes to insure safety and equality.

Course Objectives
To help the student learn

1. at least two basic skills associated with each phase of standing and mat wrestling;
2. rules of wrestling;
3. basic wrestling strategy;
4. safety as related to the sport of wrestling;
5. knowledge necessary to enjoy and understand the sport.

Objectives of the sport

1. The main objective is to hold (pin) your opponent's shoulder blades to the mat for two full seconds.
2. If a pin (fall) does not occur at the end of the allotted time periods, the contestant accumulating the greater point total is declared the winner.

Procedures related to time periods
Each match may proceed for a maximum of three regular time periods, unless a pin occurs eliminating the necessity for the remaining time. The actual length of the periods may vary according to the level of competition.

1. First period
Both wrestlers assume a standing or neutral position.

2. Second period
Referee's position is assumed as each competitor's position is decided by a coin toss.

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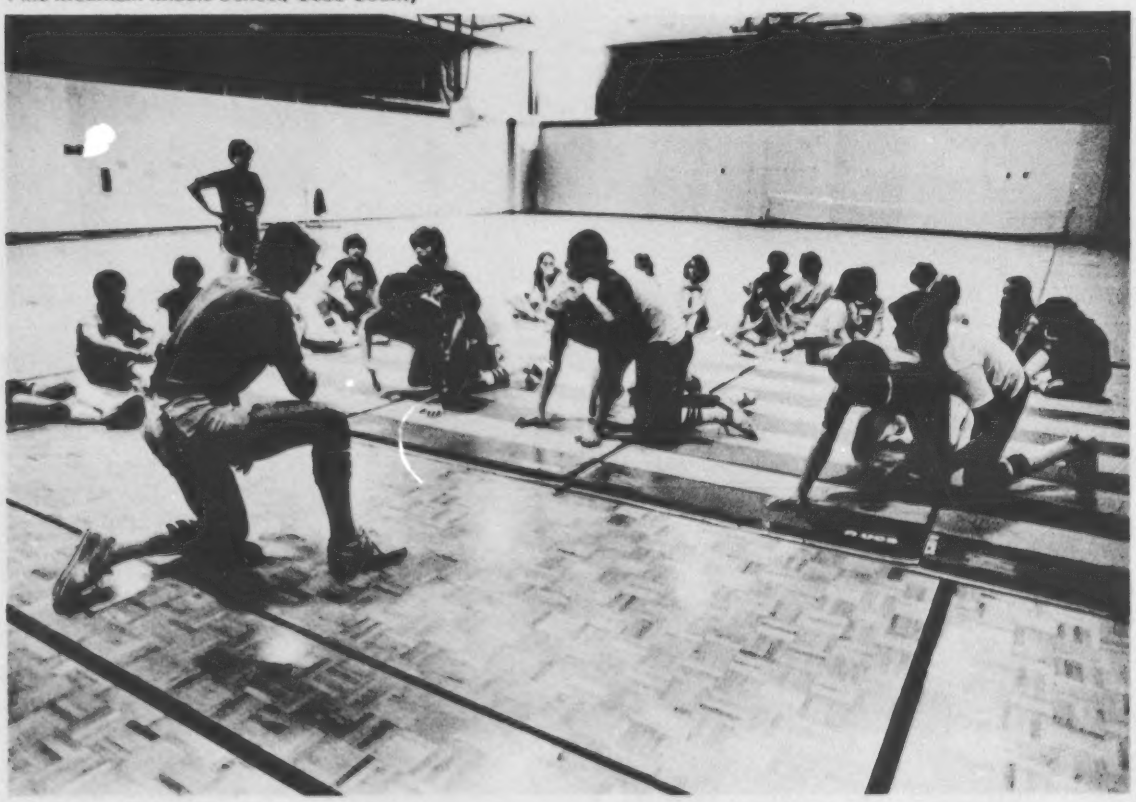


Martin Luther King Middle School, Atlanta City

3. Third period
Referee's position is used with opponents assuming the reverse position of that held during the second period.

Standing wrestling

1. Stance

a. Square
- Head up
- Eyes focused on opponent's midsection, as wrestler must move in the direction of opponent's waist
- Arms are bent with elbows held close to body line
- Hands extended toward opponent, palms down
- Back straight, slight crouch, body bent slightly at waist
- Knees bent slightly, weight on balls of feet
- Feet are shoulder width apart
- Slide feet to move side to side

b. Boxer

c. One knee

2. Tie-up
The initial move to unbalance an opponent

a. Head and bicep
- Grasp opponent's bicep with one hand
- Grasp base of opponent's head (back side) with other hand
- Keep your head directly in front of opponent's
- Pull opponent's head down
- Pull opponent's arm inward
- Lower your hips
- Opponent should react by pulling up with arm
- Duck under opponent's arm
- Drive your hips toward opponent
- You are in a position for a takedown

b. Both biceps

c. Both wrists

3. Takedowns
Forcing an opponent to the mat and maintaining a position of control

a. Double leg takedown
- Get as close to your opponent as possible
- Lower your body by bending at the knees

- Step between your opponent's legs
- Grasp opponent around both thighs (as in tackling)
- Pull opponent's hips toward your body
- Maneuver opponent's weight over your inside leg
- Lift opponent, coming up and through
- Come down to mat on your knee first before lowering opponent
- Place opponent on mat (do not slam opponent down)

b. Single leg takedown

c. Arm drag

4. ***Counters***
The act of blocking an opponent's attacking move

a. Sprawl
- As opponent dives for your legs, drive your legs backward
- Catch opponent's arms under arm pits as opponent reaches for your legs
- Allow your weight to rest on opponent's head and shoulders
- Spread your legs to maintain balance, stay on toes
- Prepare for offensive move

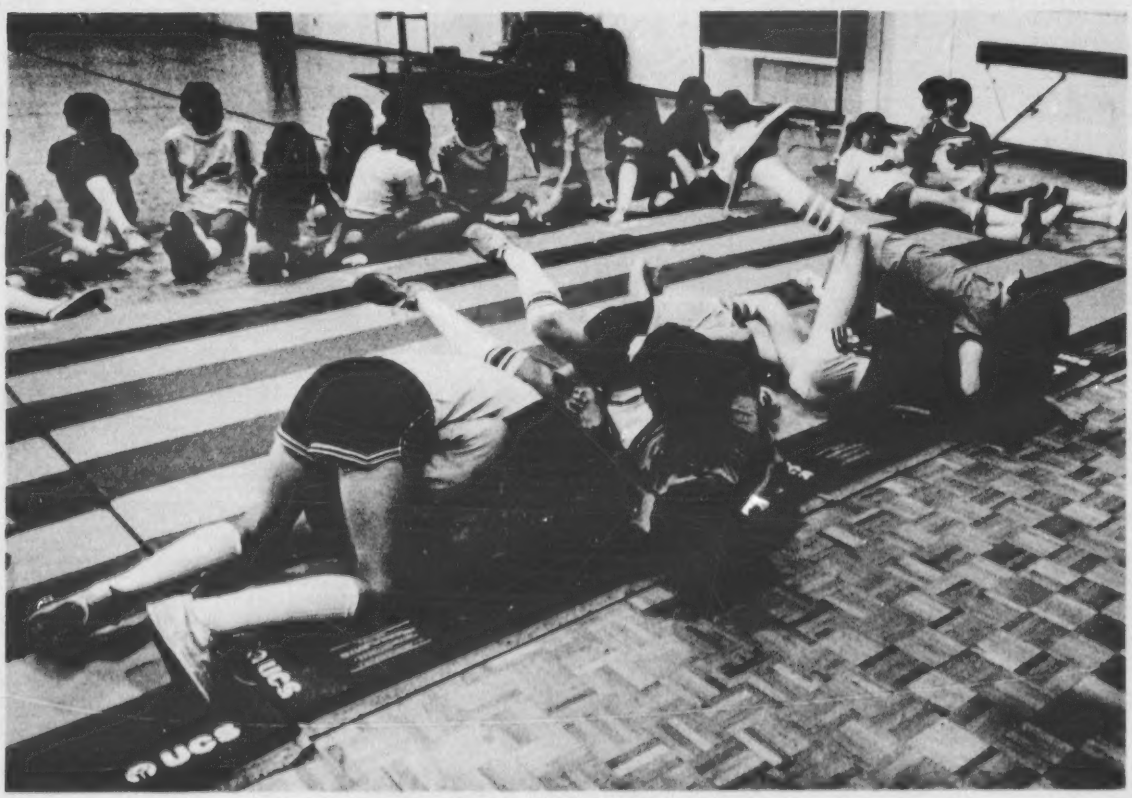
b. Hip block

c. Cross face

Mat Wrestling

1. ***Referee's position***
A position assumed by both wrestlers in the center of the mat. It is used to start the second and third periods of a match and to resume action after the wrestlers go off of the mat with one wrestler in control during a period. Wrestlers may move from this position only after referee's signal.

a. Offensive (up) position
- One hand (palm) on defensive wrestler's elbow
- The other hand on midline of opponent's waist
- Near knee on mat
- Back knee can be on mat or raised behind opponent
- Head over midline of bottom wrestler's back



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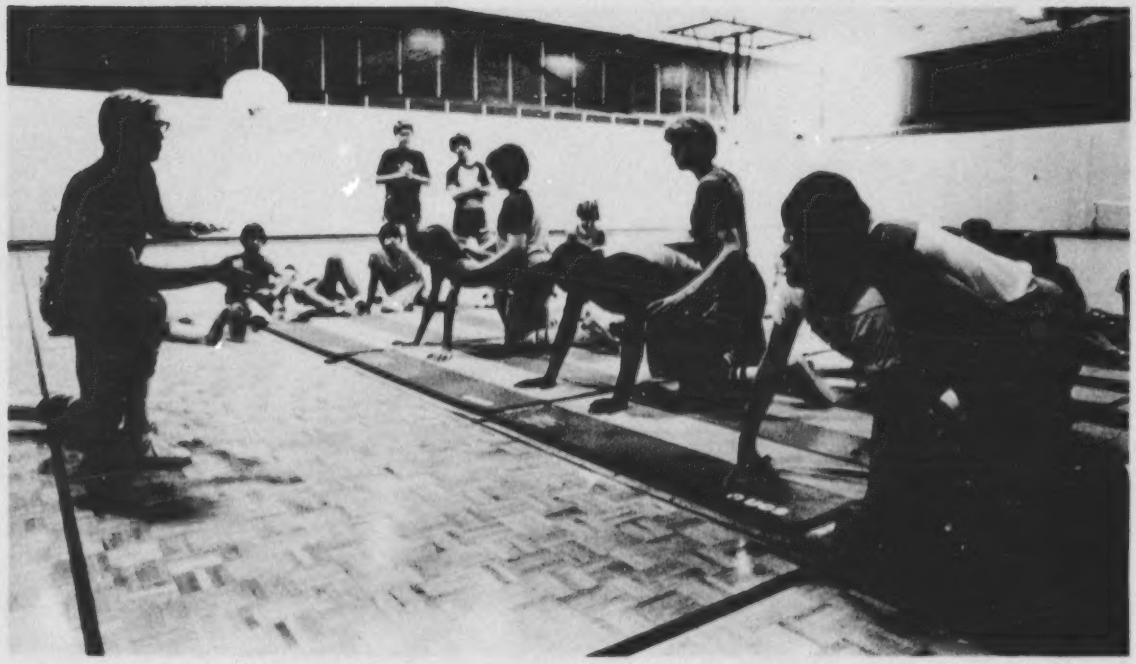

b. Defensive (down) position
   - Wrestler is on all fours (hands and knees)
   - Hands are placed at shoulder width apart, approximately 12 inches in front of knees
   - Head up
   - Back flat or slightly curved.

2. ***Escapes***
   To move from a position in which your opponent is in control to a neutral position

   a. Sit out
      - Bottom wrestler throws legs out in front (to sitting position)
      - Spread legs for good balance
      - Drop inside elbow to mat
      - Drive head backward to rest on one of opponent's shoulders
      - Turn in direction of least resistance depending on action of opponent
      - Pull opponent's hand from your waist
      - Continue turning until you are facing opponent

   b. Stand up

   c. Sit back

3. ***Reversals***
   Moving from a position of disadvantage to a position of advantage

   a. Hip roll
      - Bottom wrestler push back into opponent
      - When opponent pushes back, grasp opponent's wrist which is on your stomach and hold it tightly against your waist
      - Turn toward the outside bringing inside leg against opponent's stomach
      - Continue to roll as you bring your outside leg under both of you
      - Use your free arm to push opponent in direction of roll
      - Maintain control of opponent's wrist as roll nears completion
      - Come to a chest to chest position on mat
      - Spread legs for balance and control, work for a pin.

4. ***Counters to escapes and reversals***
   Top wrestler will be most successful by attacking the bottom wrestler from behind the hips at an angle of 30 to 45 degrees.

   - Counter sit out with a cradle
   - Counter side roll with a cross face
   - Counter stand up with an inside trip

5. ***Breakdowns***
   To force an opponent to the mat on the opponent's side or stomach

   a. Cross face and near leg
      - Top wrestler bump bottom wrestler with hips to get weight on his hands

- Move toward front, drive your chest into opponent's side and reach with your outside arm across opponent's face under chin to grab far arm
- Pull far arm toward yourself while lifting opponent's near leg with your other hand
- Keep your hips low and drive your opponent to the mat

b. Half nelson and leg (near or far)

c. Far ankle and knee bump

6. ***Rides***
Securing and maintaining control of an opponent

a. Far ankle and near arm
- Top wrestler remove hand from opponent's waist and grasp opponent's instep on outside leg
- Pull opponent's leg across inside leg toward yourself
- Push forward on bottom wrestler's inside arm
- Push forward on opponent's outside leg
- Maintain pressure until opponent is broken down to mat

b. Head lever

c. Four point ride

7. ***Pinning combinations***
A combination of holds that results in pinning an opponent's shoulders to the mat

a. Cradle
- Top wrestler, after breaking opponent down, assume and maintain a chest to chest position
- Wrap arm nearest opponent's head around the back of opponent's neck (with neck in crook of your elbow)
- Wrap your other arm around the back of opponent's far knee
- Keep your weight low and legs spread for balance
- Attempt to join your hands while maintaining one arm around opponent's neck and the other on the back of opponent's knee
- Attempt to press opponent's shoulders to the mat

b. Cross face cradle

c. Inside crotch and half nelson

8. ***Counters to pinning holds***
The best counter to a pinning combination is to regain a base (on all fours) because the worst wrestling position, in terms of mobility, is on your back (followed by the stomach, the side, the buttocks and both knees). To regain a base
- Keep head up and move arms in close to body
- Move one knee toward an elbow by sliding it along the mat
- Repeat process with other leg
- Move to a low crouch position with elbows on mat inside your knees
- Move to a higher position on hands and knees by straightening your arms
- Attempt to assume a standing position

Scoring

1. ***Takedown*** — two points
2. ***Escape*** — one point
3. ***Reversal*** — two points
4. ***Near fall*** — three points
Holding an opponent's shoulders with a pinning combination, with one shoulder in contact with the mat while the other shoulder is one inch off of the mat for two full seconds
5. ***Stalling*** — one point
Awarded to opponent when wrestler in control fails to make an honest attempt to obtain a pin
6. ***Illegal holds*** — one point
Awarded to offended wrestler

Rules and Safety

1. ***Illegal holds***
- All body slams
- Full nelson
- Any hold that moves a joint beyond its normal range of motion
- Any punishment or submission holds
- Headlock without the arm
- Head scissors
- Strangle or choke holds
- Pulling back of one, two or three fingers

2. ***Equipment***
mats
headgear
shoes
one-piece trunks
mouthpiece

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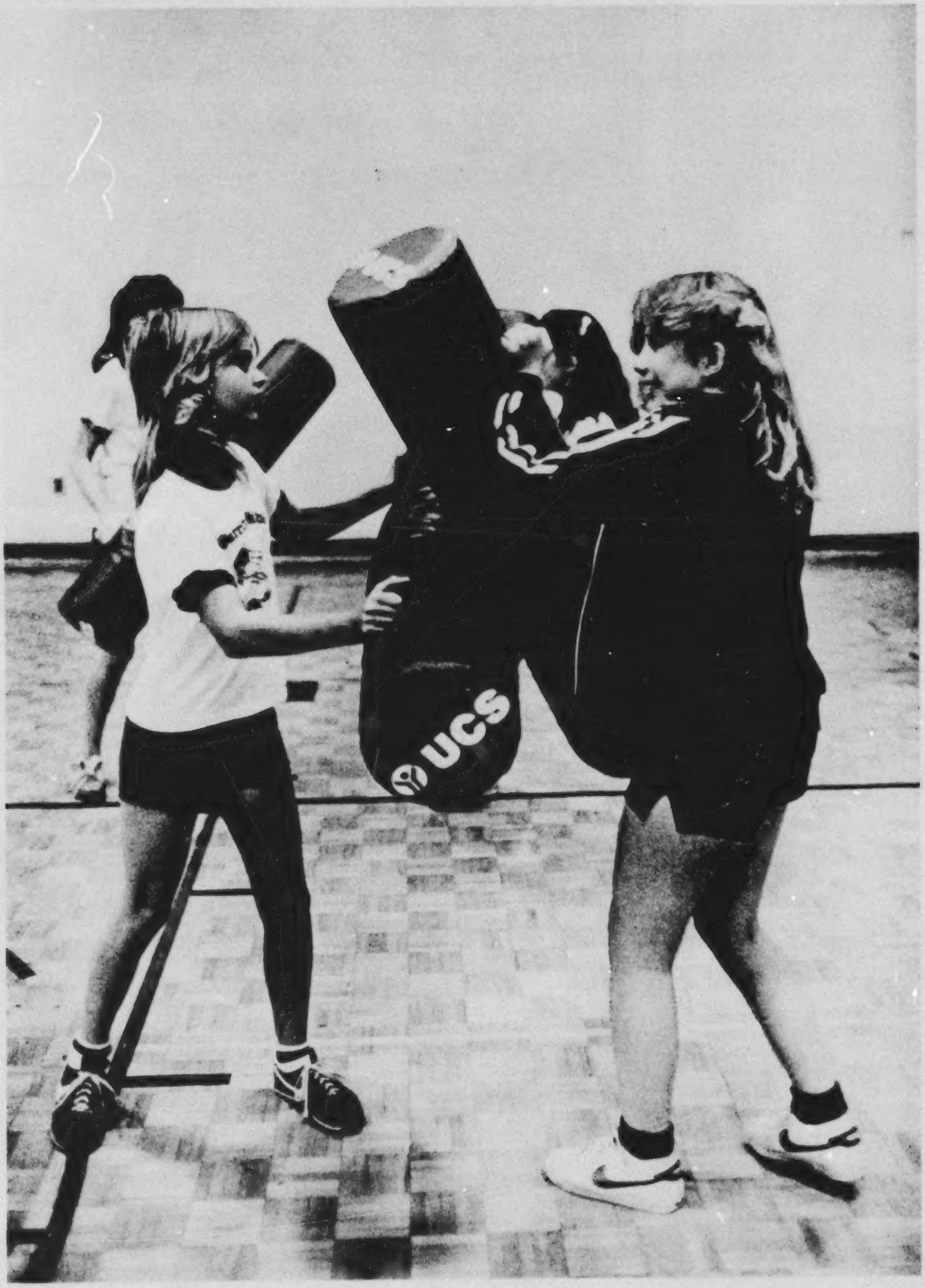


Chapter V

Conducting the Instructional Program

Teaching Techniques

Middle School physical education affords a unique opportunity for using a variety of teaching techniques. The exploratory philosophy, which advocates a variety of experiences without strict adherence to skill perfection, encourages the teachers to expand their repertoires. Teaching methods such as drill, inquiry, discussion, demonstration, explanation, guided discovery and problem solving may all be used.

Team teaching also lends itself easily to middle school physical education. Depending upon the size and makeup of the faculty, individual strengths may be used advantageously in a team teaching approach.

Styles of Teaching

Teaching behavior

In order for any teaching style or strategy to work effectively the teacher must relate behavior to the style. Teaching cannot be a one-dimensional form of behavior. The most effective teachers will have larger repertoires of behavioral models. Making a conscious choice of teaching style exhibits maturity in the teaching process. outlined below is Muska Mosston's spectrum of teaching styles based on the axiom that the teaching-learning process is the result of a chain of decisions and a style depends on who makes those decisions.

Command style
In the command style the teacher makes all decisions on subject matter, pacing, quality, and quantity of work, class climate, communication and evaluation procedures.

Examples when solely teacher-directed include
calisthenics,
drill teams,
synchronized swimming,
football plays.

Task style
In task style teaching the learner is allowed to set the rhythm and pace in accomplishing the teacher's objectives. Learning centers using alternative means of communicating tasks are an excellent example of this style.

Examples of task style teaching include
learning centers,
circuit training,
para cour courses,
station teaching.

Reciprocal style
In reciprocal style the teacher allows the students in class to work with partners. One of the partners is a teaching assistant, setting the task and evaluating the results of the learner-partner. The

roles are reversed with the teacher evaluating the effectiveness of the work through questioning the teaching assistants.

Examples of the reciprocal styles include
tumbling spotter,
buddy system in swimming,
archery spotter and scorer,
dance partner.

The individual program, teacher design
The main aspect of the individual program (T.D.) is that the student, presented with the entire program, begins with tasks on his or her level of difficulty and progresses at his or her own pace through the program.

Examples of the individual program include
- programmed learning packets;
- progress charts, e.g., fitness test and programs;
- quantitative programs, e.g., weight training task;
- qualitative programs, e.g., tumbling skills progress;
- contracts.

Guided discovery
As the name implies, this is a discovery style of teaching in which problems are posed by the teacher and are sequenced to guide the learner (convergent thinking) to the solution.

*Example — to discover the use of the toe-kick in long and high-flying soccer kicks.**

Question 1
"What kind of kick is needed when you want to pass the ball to a player who is far from you?"

Anticipated answer
"A long kick!" (Response: "Good!")

Question 2
"Suppose there is a player from the opposing team between you and your teammate."

Anticipated answer
"Then the ball must fly high!" ("Right!" says the teacher.)

Question 3
"Where should the force produced by the foot be applied on the ball in order to raise it off the ground?"

Anticipated answer
"As low as possible!" ("Yes!" responds the teacher.)

Question 4
"Which part of the foot can comfortably get to the lowest part of the ball without interference with direction of the run and its momentum?"

Anticipated answer
"The toes!" ("Very good!" proclaims the teacher.)

Question 5
"Would you like to try it?"

Problem-solving
Problem-solving uses divergent thinking. The learner is challenged with problems presented by the teacher to produce solutions, simple or unique, to the problem at hand.

Examples — Through problem-solving, students can discover
facts,
relationships,
preferences,
validity,
limits,
concepts,
variations.

Examples of relatively simple concepts or principles in each domain of learning are*

Motor
What technique enables you to jump the highest (vertical jump)?

Cognitive
What factors determine whether a sport or exercise permits the individual to set his own pace? (Pace may have to be defined.) For whom is it especially important to be able to "set your own pace?" Why?

Affective
How do you suppose most people feel when they are chosen last for playing a competitive sport?

*Muska Mosston, *Teaching Physical Education: From Command to Discovery*. Columbus; Merrill, 1966 p. 153

*AAHPER, *Personalized Learning in Physical Education.* Washington, D. C., 1976, p. 104.

The following are examples of moderately complex concepts or principles in each domain of learning.

Cognitive-motor
How can you evaluate the relative values of various exercises and sports for improving your circulo-respiratory fitness?

Affective
What factors are involved in determining how a person feels after winning a sports contest? After losing?

Cognitive
How can we explain an increase in muscle strength when there has been no increase in muscle size?

Motor
In executing a basketball lay-up while moving at or near full speed, which foot is generally the best take-off foot and why?

The following are examples of complex concepts or principles in each domain of learning.

Cognitive-motor
How can two offensive basketball teammates take advantage of their defensive opponents' switching players to score an easy basket?

Affective
What interacting factors determine how a person feels about himself as a sports participant?

Cognitive
What accounts for the apparent fact that some persons are highly skilled sports performers while others are very poor?

Affective
Does it seem appropriate that a gifted athlete should feel superior as a person to the less gifted? That a poor sports performer should feel inferior as a person?

Motor-cognitive
To reach a base in baseball, is it best to run all the way, to jump the last 10 feet or to slide into the base? Why?

Motor-cognitive
Design a basketball defense that can effectively stop a team with good drivers but poor outside shooters.

Motor-cognitive
In tennis singles, what are ideal court positions for you under each possible circumstance and why?

Cognitive
How is it possible that progressive, regular, controlled exercise can aid in cardiac rehabilitation following a heart attack?

Cognitive
Can regular exercise cause greater muscle tone and greater muscle relaxation?

The individual program, student design
In the command style the teacher makes all the decisions. In the student-designed individual program, the student generates the subject matter by asking to be taught certain skills and concepts. The teacher's role is that of a facilitator. All teachers and coaches have had students to approach them with a statement like, "I want to learn to do that like . . . !" The motivation to learn is exceedingly high in the learner and its presence is a prime time to create an individual program designed by the student.

Examples
open gymnasium concept*
creative movement
movement exploration
indirect teaching methodology

Team teaching

Team teaching is widely used in the middle school program. It is especialy effective in a middle school physical education program that stresses exploration of a broad range of activities because it uses individual teacher strengths.

Teaming — when a group of teachers from a single discipline work together as a unit.

- Uses faculty expertise and individual strengths in teaching
- Requires extensive planning time
- Basic goal is to devise curricular experiences
- Individuals act as resources to the team and as lead teachers in selected units

Multidiscipline team — when a group of teachers from many disciplines works together as a unit.

*AAHPER, *Personalized Learning in Physical Education*, Washington, D. C.; 1976, p. 114-121.

- Makes it possible to interrelate curriculum
- Requires extensive planning time
- Basic goal is the staffing of individual student learning experiences
- More realistic evaluation of overall student performance

Effect of teaming upon the learner

- Program more coordinated and consistent with stated middle school objectives of teaching whole child
- Facilitates personal growth of students
- Provides for personal counseling in activity sessions and promotes realistic long-range activity selection for life
- Atmosphere of trust more conducive to learning

Sequencing of course content

In the middle school exploratory program it is important that course content be sequenced to provide the learner an overview of the various sports. The goal is to acquire a progression of skills.

Ideally, activities should be grouped into categories.

Team sports
Football
Basketball
Softball
Soccer

Lifetime sports
Archery
Bowling
Tennis
Spincasting

Progression should determine sequencing of activities

Racquet sports (individual oriented)
Badminton (six year program)
Paddle tennis (seven year program)
Tennis (eight year program)

Net sports (team oriented)
Ring toss (five year program)
Newcomb (six year program)
Volleyball (seven year program)

Garrett Middle School, Cobb County

Elective program allows the students to sign up annually for activities they wish to participate in without duplication from year to year.

Outdoor education
Archery or shooter education
Hiking or orienteering
Bicycling or camping

Recreational activities
Bowling or horseshoes
Shuffleboard or croquet
Four square or tetherball

In a forced-choice elective program the students make a decision about the activity they wish to try. They choose one of the following.

Net oriented sports sessions
Ring toss
Volleyball
Badminton
Floor tennis

Conditioning unit
Weight training
Calisthenics and selected exercises
Jogging program
Aerobic dance

Sequencing of courses within an activity provides a logical unfolding.

Orienteering (compass)
- Students learn the average number of steps required in walking 100 feet.
- Students learn how to set a bearing on a compass.
- Given a map with compass bearings and distances, student will be able to locate the points.

Balance beam (gymnastics unit)
a. Locomotor skills
   Turns
   Jumps
   Leaps
   Slides
   Combinations
b. Mounts
   Front support
   Straddle
   Step-up
   Forward roll
c. Balance and inverted skills
   U-sit
   Handstands
   Cartwheels
   Combinations
d. Dismounts
   Round-off
   Cartwheel
   Handstand-turn
   Aerials

Adamson Junior High School, Cobb County

Chapter VI

Class Organization and Management

Introduction

Organization and management of the daily routines are among the most important parts of a teacher's job. They insure a desirable atmosphere for learning. It is sometimes difficult for students to understand that the physical education period is one of planned instruction, not play, if the period is left unstructured.

Unless the routine daily procedures are clearly outlined and understood by the students, valuable class time will be wasted handling discipline problems. Proper planning of these routines contributes greatly to the morale of students and the confidence of the teacher. When the methods for issuing equipment, taking roll, recording scores, etc., are predetermined before students enter class each day, the instructional environment is more conducive to learning.

Several days should be spent in orientation before class participation in any activity. Giving each student a copy of established policies and explaining them facilitates a smooth, efficient physical education class.

The basic principles of class organization and management set forth in this section have proven successful but should not be construed as a panacea for problems of class management or control. The teacher's ability to obtain student cooperation, the amount of interest stimulated and leadership greatly influence the learning environment and student response.

Information Needed Before School Begins

The following check list may help new teachers with essential details so they will be able to assume duties with confidence.

- Opening day teaching duties and procedures for class
- Time schedule and bell signal for each class period; tardy bell, dress out class start signal
- Dismissal policy from locker area
- Locker assignments and procedures
- Gymnasium and play area restrictions
- Equipment available and check out procedure
- Fire drill and tornado disaster signals
- Administrative policy in regard to excuses, dressing, showering, etc.
- Location of first aid equipment, accident policy and reporting procedure
- Attendance accounting method used
- Extra curricular duties before, at noon or after school
- Discipline policy in force in the school

- Method used to procure needed instructional materials
- Procedure to follow for maintenance assistance
- Special responsibilities, e.g., PTA programs, publicity, custodial, etc.
- Fund raising policies
- Policy regarding physical examinations, vision, hearing and scoliosis screening

In most school systems this information will be provided in the orientation. However, if some points mentioned here are not covered in orientation, the new teacher should ask about school policy on those points.

Suggested Policies for a Physical Education Class

It is suggested that each student be given a handbook or folder containing departmental policies. Rules should be listed covering the following items, and students should know them.

- Dress requirements including laundering practices and inspections
- Behavior in locker room area and rules governing lockers
- Behavior in the gym and on the field
- Conduct in specific play areas such as tennis courts, ropes course area, etc.
- Procedure for checking equipment in and out
- Attendance, excuses, makeups
- Class dismissal and waiting instructions

SAMPLE
Rules governing conduct in the gym and on the field

1. Tennis shoes must be worn while participating in any activity. Street shoes are not to be worn on gym floor at any time.
2. Do not run through any class or game in progress or through any area in use.
3. Respond to all commands or directions from any instructor.
4. Keep the field area clean and free of all trash and foodstuffs. Don't carry food or drink onto the field area or eat while on the field area.
5. Play fair, play safe and insure that nobody gets hurt.

SAMPLE
Dressing — Students are allowed five minutes to dress after the tardy bell has rung. That time is to be used for dressing and reporting for roll call. If you are not in line when roll is taken, you are tardy. Keep noise to a minimum in the dressing room. There will be not whistling, yelling or singing. As soon as you are dressed, go to your roll call area. Do not loiter in the dressing room waiting for friends.

SAMPLE
Lockers — Each student will be assigned a locker for gymnasium equipment only. Lockers may not be changed with another student without permission of the instructor. If the combination does not work, report it at once to the instructor. Don't have another student help you work your combination. Be sure your combination lock is locked before you leave after class. Spin the dial and pull the lock to make sure it is locked.

Managing the Daily Gym Class

There are different philosophies of instruction for a physical education class. The extremes vary from a strict formalized class situation to the free play program that is quite informal and seldom educational. Students seem to profit more from a program organized along fairly rigid lines but flexible enough to meet individual differences.

The following suggestions will help you conduct physical education activity efficiently and in an educationally sound manner.

- The class period should be teacher directed and inspired and should be a period of instruction.

Garrett Middle School, Cobb County

- Handle the routines with certainty, mark your roll book correctly and ask for absence slips from those absent the previous day.

- Identify capable squad leaders or monitors to relieve the teacher of some routine responsibilities such as helping to check roll and leading warm-up exercises. This will free the teacher to counsel individual students, check admission slips after absences, monitor the dressing room activities or check out equipment. Students learn responsibility and dependability if the teacher exerts leadership and control in delegating these routine tasks.

- Attention should be given to the preparation of materials to be used in class. Have all equipment ready when exercises are finished. Assign a student leader to handle equipment each day if it will help.

- Enforce the dress out rule every day. Allow those who have forgotten their changes of clothes to find them. Display fairness and follow policy guidelines in accepting excuses from participation. Students healthy enough to come to school can play a less active role or officiate.

- Try to position yourself so as to monitor or supervise the most students possible. The critical time usually develops between the dressing room and the roll call area. When most of the students exit the dressing room, exit with them and rely on student leaders to monitor the remaining few.

- Show enthusiasm, take part in the activities once in a while. Remember to teach youngsters and not the sport. Middle schools are still child-centered, not subject oriented like junior and senior high.

- Don't teach to inattention. Be sure the class is attentive. The instructor should always use good English and explain things in a simple clear and informative manner.

- Set up a definite time schedule for attendance taking, warm-up activity, instruction, class activity, daily evaluative comments (constructive criticism) and dressing-in. Set an example of punctuality.

- Have definite squads or teams organized for each activity. This aids class control and discipline.

- Give directions for class activity and move about to check group progress. Don't leave a group unmotivated for long periods of time.
- Learn the students' names as quickly as possible. Call them by their first names.

Roll Call and Recording Attendance

Recording attendance information may be an uninteresting and repetitious task but a very necessary one. Since it is part of the daily routine, it is important to establish a system that is simple and accurate, is not time consuming and does not interfere with the activity scheduled for the day.

There are various ways of taking daily roll in physical education.

1. Each student is assigned a number. When the signal for roll call is given, students count off in roll call order at a designated area. The instructor records the absent numbers and records appropriate information immediately after each period in the permanent record book.

2. A roll call chart is made up similar to a classroom seating chart. When students line up in their required places for roll call or preliminary exercises, roll is easily taken.

3. Numbers may be painted on the wall or floor. When roll is taken, each student must stand on or in front of the number assigned to him. Vacant numbers are then recorded.

4. Student squad leaders may take roll and report the results to the instructor for permanent recording.

Calling names in alphabetical order is the least desirable way of taking roll. This may be done, however, the first few days of class so that the teacher can become familiar with the students' names.

A definite program for makeup work should be included in the over-all attendance program. The physical education class is unique in that pages in textbooks cannot always be assigned as in other classes to cover work missed.

A definite policy should govern excuses from activity. There are some valid reasons for issuing temporary excuses, such as injuries to arms or legs, recovery from the flu, post-operative, etc. If the student is to be restricted for longer than three to five days, a doctor's excuse should be obtained stating the nature and duration of the restriction. Some students can talk their parents into writing an excuse from physical education. Therefore it is important that both parents and students be made aware of any excuse policy developed for physical education.

Management of Equipment and Supplies

Physical education programs require adequate equipemnt and supplies to provide an effective instructional environment and to maximize student involvement. If adequate equipment cannot be made available for a particular activity, the activity should be deleted from the program until the situation is improved. The booklet *Physical Education Equipment Guidelines for Georgia Schools* outlines equipment recommendations for a comprehensive instructional program and includes a sample physical education equipment inventory form to aid accountability.

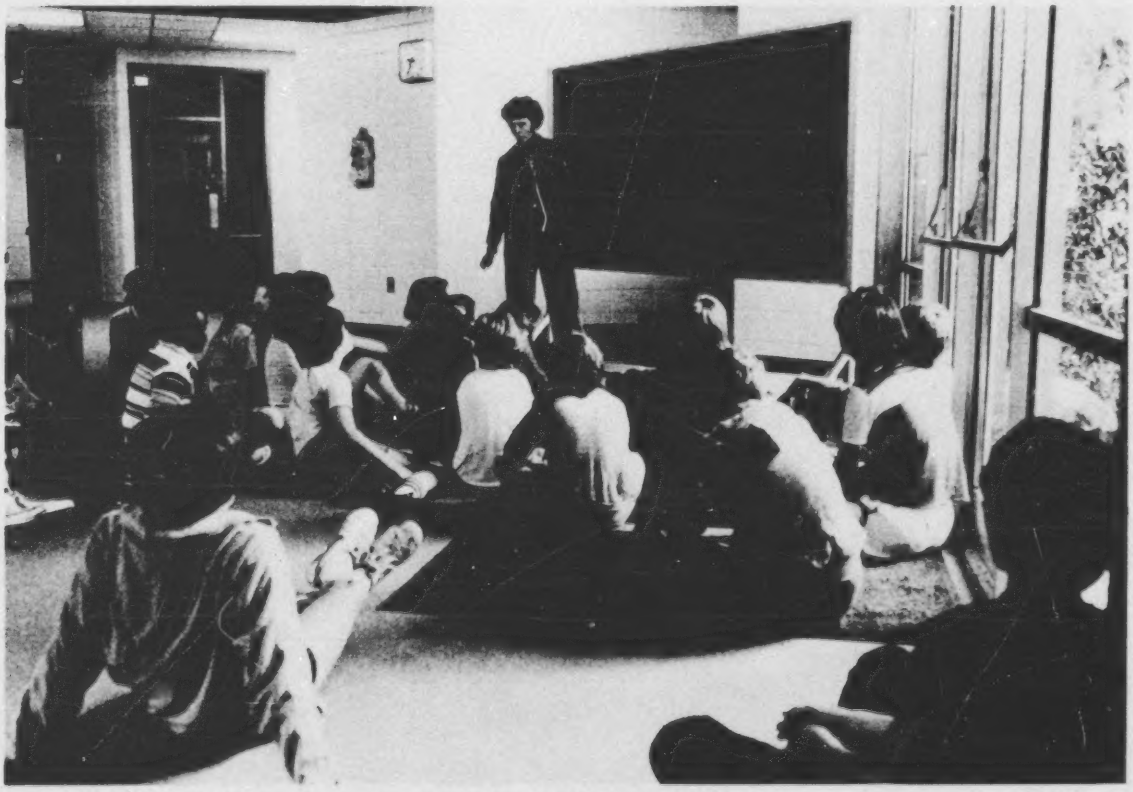
Guidelines for the selection, purchase and receipt of equipment and supplies.

- Try to standardize supplies and equipment as much as possible (e.g., purchasing one size tumbling mat and one color scheme.)
- Prepare specifications for various items to be purchased (e.g., specifying a ball that is machine pattern wound as opposed to hand wound will insure a ball that will bounce true, will less likely be out of round or lopsided, will be balanced and won't tend to split along the seams.)
- Field test items before ordering in quantity.
- Learn what features make one product better than another and stay with items that are higher in quality and have a larger life expectancy. You may be able to double or triple life expectancy for only a few dollars more per item.

- Purchasing less often in greater quantity is usually more cost efficient.
- Insure that items procured meet your specifications and if substitutions are accepted that they, too, meet specifications (e.g., official size and weight does not insure good bounce, composition or handling quality.)
- Continue to seek new products that meet program needs.
- A product that ranks as best this year may not necessarily be Best next year. Sometimes a specific model number of a manufacturer will be made of inferior materials or in a different way in the next model year.
- Selection should take into consideration service and replacement needs.
- A complete inventory analysis is essential before purchasing.
- All items should be carefully checked upon receipt.
- All balls should be pumped up to specifications upon receipt and left for several days to insure they hold air and are not defective. This will facilitate the return of defective merchandise. If not defective, the school name or marking may be placed on the balls.

Storing and maintaining supplies and equipment.

- All supplies and equipment requiring organization identification should be labeled.
- Keep storage area clean and well ventilated.
- Keep accurate and up-to-date inventory records. Note quantity on hand and differentiate between total on hand and those that are usable. This record should also reflect lost or damaged equipment.
- Make periodic safety checks of apparatus and equipment.
- A pressure gauge should be used at all times when inflating balls. Most balls will play better and last longer a pound or two below maximum pressure. Balls should be partially deflated when stored, with only enough pressure to retain their shape.



Griffin Middle School, Cobb County

- Saddle soap or neat's-foot oil should be used on all leather goods.
- Wooden equipment should be stored to prevent warp. Arrows should be placed vertically in an arrow tray. All bows, wooden or fiberglass, should be hung unbraced from pegs.

Guidelines for issuing and using equipment.

- Establish a standard equipment issue system to account for use of equipment and return of equipment checked out.
- Only by making a determined effort to prevent loss of equipment can the program be expanded to include activities that require student cooperation in caring for such items as shuttlecocks, archery sets, rackets and balls.

There are several ways to facilitate the issue and care of equipment for daily activities.

a. Check all equipment out by having an equipment checkout sheet maintained by the teacher or a monitor appointed by the teacher.

b. Assign the responsibility for equipment issue and care on a rotation basis within each class, perhaps weekly. The two students assigned could inflate needed balls, repair equipment, clean the storage area or do other chores related to care and issue of supplies and equipment.

c. Have all equipment centralized at the teacher station prior to class and returned to the same area when the activity is over. The teacher then has sole responsibility for assigning the items to be used in each play area.

Planning for Inclement Weather

Adverse weather conditions make it sometimes necessary to confine physical education activities to a limited play area. There may be more classes scheduled than indoor teaching stations available. It is strongly suggested that some cooperative plan be developed to facilitate a smooth-running class when inclement weather curtails the normal program. The following is a list of suggestions that will insure instructional quality and provide meaningful and relevant activities. Nothing is more frustrating than attempting to set up a program of activity with no idea where it can be conducted.

- Make arrangements before inclement weather for use of classrooms, gym areas, audiovisual aid facility, library, auditorium or other suitable spaces which could be used as a teaching station.
- Maintain separation of physical education classes whenever possible. Combining classes in a crowded atmosphere is the least desirable alternative.
- Lecture on and discuss rules peculiar to the unit being studied.
- Reproduce handouts and have them available for discussion prior to inclement weather. They might even be kept in an inclement weather activity box.
- Show films or filmstrips of educational value in physical education. Such AV materials must be stored locally for immediate access. A filmstrip dealing with physical fitness could be purchased at the beginning of the school year for use only in the inclement weather program.
- Schedule indoor recreational games that can be played in a confined area. Outline ten stations with up to four students per station (e.g., ring toss, tennis ball bounce into coffee can, frisbee toss into waste basket, swing a jacks ball suspended on a string 18" long into a small tin can attached to broom handle 18" long, and other such hand-eye coordination activities similar to those experienced at a fair.)
- Schedule quiet games or indoor games designed for the classroom.
- Group exercises at own rate — five minutes stretching, five minutes run in place or jumprope activity to music with or without ropes, five minute stretching and five minute strength activities done in place (e.g., slow squats, push ups, sit ups and repeat.) Cover all muscle groups. Teacher could counsel individuals on personal needs in the fitness program.
- Give lectures previously prepared on fitness facts, harmful exercises, maintaining levels of endurance, strength, or flexibility or benefits of regular exercise.

- Hold a sports trivia quiz previously prepared.
- Discuss consumer product information — how to get your money's worth in sports equipment, how to select the proper shoes for running or tennis.
- Boundary cones, a volleyball net or other measures may be used to divide a gym floor in half to accommodate no more than two classes in separate instruction of a semiactive nature without interference. If more than two classes are involved, additional teaching stations should be procured.
- Small group drills with a rotation pattern to the next drill station will help teach fundamentals of the sport or unit in which students were engaged.

Class Safety and Accident Reporting

Accident statistics show the gymnasium and playing fields to be the most hazardous areas in the school. It is important that teachers in physical education be accident conscious and plan all phases of the program with the safety of the participants in mind. This does not imply that activities should be rejected because they are hazardous. Many of the most rewarding experiences in physical education are found in activities which involve the risk of injury. It does imply that no teacher should permit an activity to take place until certain that all reasonable measures have been taken to insure that the activity has been made as safe as possible.

If a program is planned without concern for safety and accident prevention, the teacher risks the possibility of legal action and financial loss. In Georgia legal action for redress from injury can be taken against the teacher or individuals with responsibility for school programs; boards of education cannot be held responsible. It is imperative that teachers become familiar with the law relative to school liability and the means available to protect themselves against legal action should an accident occur.

Safety in physical education is a product of good program planning, competent leadership and properly maintained equipment and facilities. No activity should be undertaken unless the instructor is certain that equipment and conditions are safe.

Each school should have a plan of action to handle accidents or injury. A system of record keeping should be established which will provide information about all accidents and injuries, the action taken and the names of witnesses. These records can prove invaluable in the event of legal involvement. The cumulative records are also useful in assessing the safety program of the school.

Hazardous equipment should be stored or secured when not being used. This equipment, if not properly safeguarded, may constitute what is legally described as an "attractive nuisance." Even though students use it against specific instructions, it may lead to injury and legal liability.

A sample accident report form and recommended first aid supplies are in the Appendices.

Menlo School, Chattooga County

Chapter VII

Measurement and Evaluation

Introduction

The following guidelines for physical education for young people have been proposed by Guy Reiff of the University of Michigan.*

- At least 50 percent of the program should be spent in vigorous activities which stress the cardiovascular system.
- Aerobic activities should not preclude those for strength and flexibility.
- Continual evaluation should help students meet individual goals.
- Programs should be geared to the student's developmental level, offer new challenges and avoid focusing on a single activity.
- Students should learn that physical fitness is for a lifetime.

Continual evaluation is a very important segment of these guidelines.

Program Evaluation

Student performance is the most valid index of the success of an instructional program. A good program will reflect the fact that sound objectives have been stated and that students have achieved the objectives.

*"Physical Fitness: A Downhill Race? *Education USA*, February 18, 1980.

"In the context of contemporary education evaluation is a dynamic decision-making process focusing on changes in pupil behavior, i.e., learning. This process involves (1) collecting suitable data (measurement), (2) judging the value of these data according to some standard and (3) making decisions based on these data and the alternative courses of action available. The ultimate function of evaluation is to facilitate rational decisions in an effort to improve student learning." (Baumgartner and Jackson, p. 3)

The effectiveness of a program may be judged by both *formative* and *summative* procedures. *Formative* program evalation is based on stated instructional objectives and criterion-referenced standards and indicates the extent to which the stated standards are being achieved. A *summative* evaluation program, on the other hand, judges success by comparing student performance to some local, state or national norm. The object of both is to provide information with a view toward program improvement while at the same time motivating students to excel.

Student Evaluation

The physical education evaluation program should function within the objectives and grading policies of the school and on an equal basis with other subjects.

Objective Measurement

Objective tests are those with precisely defined scoring systems for measuring performance, such as a 50-yard dash measured with a stop watch.

Tests of this kind serve many purposes within the evaluation process (Johnson and Nelson, pp. 3-4).

Tests

- motivate students when there appears to be a leveling off of interest in the instruction (and also help the teacher to end the unit of instruction with a high level of interest);
- help the teacher assess student performances;
- help students evaluate their own knowledge and skills in various physical activities;
- enable the teacher to objectively measure improvement by testing before and after a unit of instruction;
- assist the teacher in pinpointing the limitations as well as the strong points in a program;
- aid the teacher in evaluating different methods of instruction;
- provide a means for determining the better performances within a group and to gain insight as to the potential ability of others;
- provide a basis for the classification of players and teams for practice and competition;
- diagnose needs in relation to body mechanics, fitness and motor skills;
- help establish age, sex and grade level norms for use within a school or school district as well as for comparison with national norms;
- determine status and changes in status brought about by physical education for public relations purposes;
- collect data for research;
- help determine the relative values of sports activities in meeting desired objectives;
- determine the needs of individuals within the program and the extent to which educational objectives have been accomplished;
- enable teachers to evaluate their teaching effectiveness.

Subjective Measurement

Certain performances require qualitative rather than quantitative measurement. Hence, *teacher judgment* is an important part of the evaluation process. Subjective measurements require a qualified person to judge the quality of a performance and assign it a score. For example, a student creates and performs a dance and the instructor assigns a score for the total performance.

A subjective evaluation may be preferred to an objective in certain instances.

When it seems more valid. Though a skill test may be used to assess an isolated skill, it is difficult to have an objective test for "total playing ability."

Because it is more economical of testing time. To assess skills for serving and passing a volleyball for 60 students could require a teacher to administer 600 serves and 1200 passes. A more realistic alternative would be to develop a volleyball rating scale and evaluate students while they participate in the game environment.

Subjective evaluation must be valid, reliable, economical in terms of time and as objective as possible. However, it should be remembered that no amount of objective measurement will replace sound judgment.

Mastery Tests *vs* Discrimination Tests

A ***mastery test*** (pass-fail) is a kind of formative evaluation with criterion-referenced standards and is used to determine whether students have mastered the material presented in class. Were they aware of the objectives? Was the content taught related to the objectives? Did they achieve an acceptable level of performance on the objectives?

A ***discrimination test*** (degrees of achievement) is a form of summative evaluation with norm-referenced standards (local, state, national). It is used to separate students into ability groups.

Choosing Tests

If published tests are to be used, care should be given to the selection of a test and planning administrative procedures.

Choose tests on the basis of the following desirable attributes.

- Validity, reliability and objectivity.
- Measurement of an important ability which is directly related to the objectives of the teaching unit.
- Appropriateness to age and sex.
- Discrimination among abilities of students (rather than a pass-fail result).
- Mass testability (many students can be tested at the same time).
- Little need for practice.
- Little need for equipment or personnel.
- Clear and adequate directions.
- Resemblance to a game, if possible.
- Aimed at individuals so that one student's score does not depend on what another student does.
- Provision of norms.
- Provision of useful scores.
- Measurement of a single attribute, if possible.
- Low correlation between items in a test battery so that each item is testing a different skill.
- Safety.
- Challenging, interesting, fun.

Administering Tests

1. Plan well *before* administering a test.
   - Become familiar with the test and its directions.
   - Develop procedures to be used in testing (procedures for administering and scoring, the order in which tests will be administered, how to handle student mistakes, training helpers, doing a dry run).
   - Develop directions.
   - Let students know well in advance what to expect.
   - Prepare warm-up specific to the skill.
   - Secure equipment and prepare boundary lines before the testing period.
   - Make official-looking score sheets or cards. Students' names should be entered on score card before they come to be tested.
   - Estimate time needed.
2. Give test, after preparing the students, providing warm-up and explaining instructions and procedures. Motivate *all* students, not just the poor performers. Take safety precautions.
3. Collect data, analyze scores and record scores.

Processing Test Results and Interpreting Data

Analyzing test scores for meaningful data is a tedious and time-consuming process. If your school system has access to computer technology, consider the possibility of using this valuable tool. The time spent on deciding what you want the data to tell you, helping to plan the computer program and putting the computer results to work improving your program, is time well spent.

Information on interpreting data may be found in Baumgartner and Jackson and in Johnson (see resources).

Types of Evaluation Techniques and Instruments

Rating Scales

Rating scales are designed to help add a degree of objectivity to subjective evaluation. They are used for evaluating qualities which cannot be easily and effectively measured objectively. Procedures must be well planned.

How to construct a rating scale

1. Determine the purpose of the subjective rating (mastery or discrimination)
   If it is for mastery, two levels are needed — acceptable/unacceptable (pass/fail)

If it is for discrimination, three or four classifications may be needed — excellent, average, poor

2. Identify the basic components of the trait to be evaluated
3. Decide the number of levels of ability to create
   - two levels (pass, fail)
   - three levels (average, above average, below average)
   - five levels (superior, above average, average, below average, inferior)
4. Prepare rating scale and use it.

Actual Performance

The student's actual performance of a skill is a reliable means of evaluating instructional objectives.

Knowledge Tests

Standardized Tests

The AAHPER Cooperative Physical Education Tests, published in 1970 by Educational Testing Services, Princeton, N.J., were based on *AAHPER Knowledge and Understanding in Physical Education,* 1969. They include scales which are used to transform raw scores into converted scores, and norm tables which help to interpret the converted scores.

Teacher-made Tests

- Consider usability, reliability, validity
- Decide what kind of test is needed (a mastery test or a discrimination test)
- Consider types of test questions to use

  Completion — Essay
  Multiple choice — Matching
  True-false

- Determine which types of test questions will best serve your purposes; study strong points and weak points of each kind
- Relate test items to objectives of unit

Sports Skill Tests

The value of such tests is determined by the extent to which the tests relate to the objectives being taught.

There are four general groups.

- Accuracy tests
- Wall volley tests
- Total bodily movement tests
- Throws, kicks or strokes for power or distance

Suggestions for developing reliable and valid procedures for evaluating skill objectives.

- Define what is to be measured
- Select the measuring instrument (published skill tests, teacher-made rating scale, actual performance)
- Administer the instrument to a small group; see what problems arise
- Revise the test and testing procedures
- Administer the revised test
- Evaluate the administered tests
- Revise the final battery
- Develop norms

A variety of sports skills tests may be found in Baumgartner and Jackson and in Johnson (see Resources).

Motor Ability Tests

Motor fitness is a broad concept which encompasses both physical fitness and motor fitness. It includes seven factors.

- Muscular strength
- Muscular endurance
- Circulatory-respiratory endurance
- Muscular power
- Agility
- Speed
- Flexibility

For testing motor fitness two basic procedures are recommended.

1. Select a standardized motor fitness test battery which meets the needs of the school system.
   - ***AAHPER (1976 ed.) Youth Fitness Test***
     Pull-up, flexed-arm hang
     Sit-up
     Shuttle run

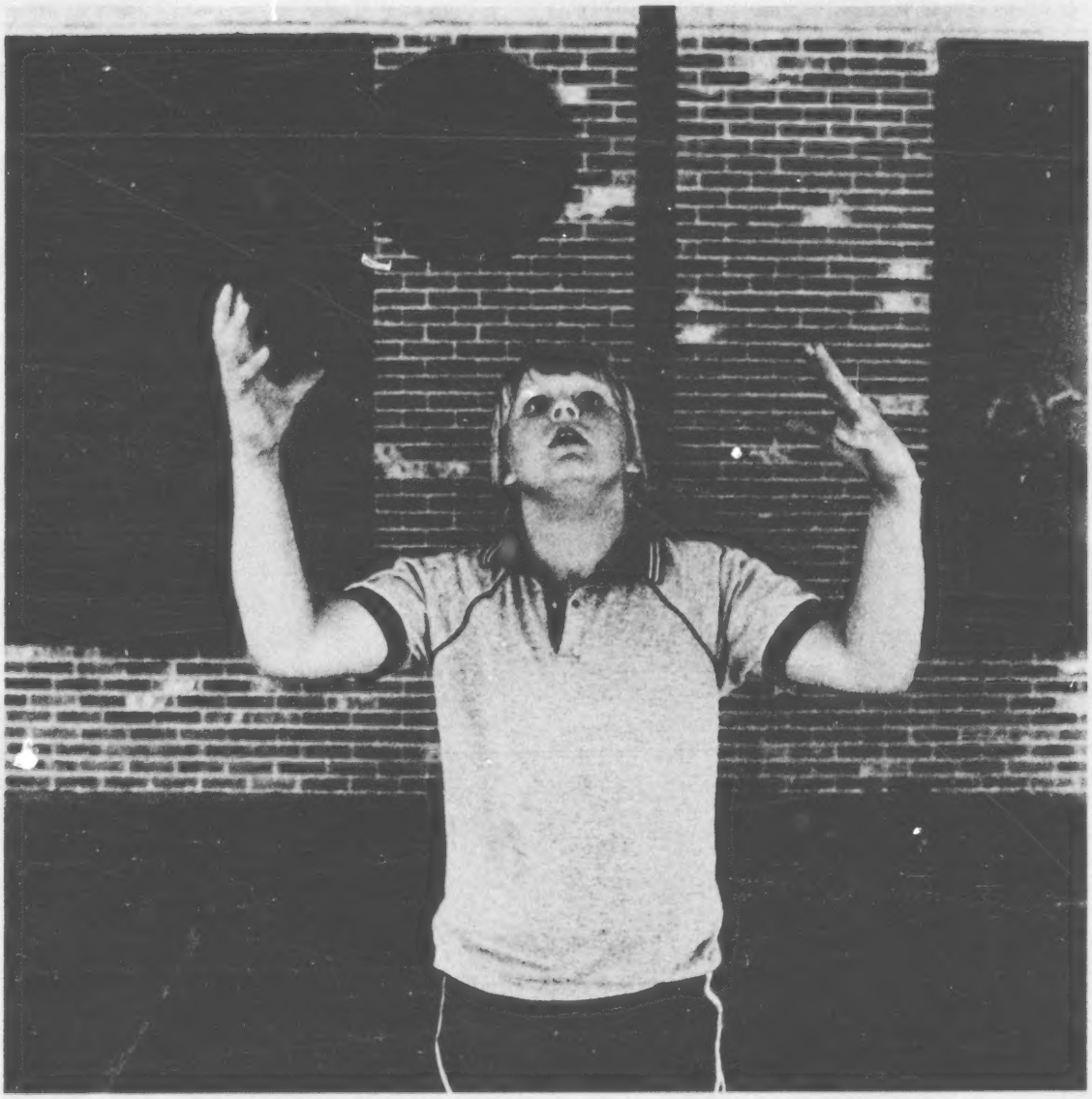
Standing long jump
50-yard dash
600-yard run

- ***Texas Physical Fitness-Motor Ability Test (1973)***
  It includes tests for three physical fitness components and tests for three motor ability components (5, page 183).

2. Develop a test for the local school system. Use the following list of basic abilities as a guide to the selection of test items most relevant to the needs of the school district.

- Muscular strength (arm strength, leg strength)
- Muscular power (arm power, leg power)
- Muscular endurance (arms and shoulder girdle, abdominal muscles, cardiovascular-respiratory efficiency)
- Basic movement patterns (running speed, running agility, jumping, throwing ability)

Griffin Middle School, Cobb County



Physical Fitness Tests

In May 1975 a joint committee representing the Physical Fitness, Research, and Measurement and Evaluation Councils of AAHPERD was charged with the task of preparing a position paper that would provide a sound theoretical basis for the possible revision of the *AAHPER Youth Fitness Test*. The committee concluded that the *AAHPER Youth Fitness Test* did not validly measure physical fitness by contemporary definition. The result of the committee's work was a clear differentiation between physical *fitness* related primarily to *functional health*, and physical *performance* related primarily to *athletic ability* (motor performance). A separation of physical fitness and motor performance tests was recommended.

In 1977 a task force on youth fitness was appointed to implement the recommendations of the joint committee. A major aspect of the task force's work was the development of a new health-related fitness test.

The new test manual, *Lifetime Health-Related Physical Fitness* (1980) (2), presents four measures intended to assess status on three components of physical fitness. The components and test items follow.

1. ***Cardiorespiratory function***
   Mile run or nine-minute run (1½ mile run or 12-minute run are optional for students 13 years of age or older)
2. ***Body composition (leanness and fatness)***
   Sum of triceps and subscapular skinfolds (triceps skinfold is optional if only one site is selected)
3. ***Abdominal and low back-hamstring musculoskeletal function***
   - Modified, timed sit-ups
   - Sit and reach

Note
The Physical Education Concepts book *Fitness for Life* listed at the end of this unit is a valuable resource in the area of health-related fitness. Both a teacher's book and a student's book are available from Scott, Foresman and Company.

The general categories of tests to evaluate physical fitness are

- motor fitness tests,
- aerobic working-capacity tests,
- body composition measures.

The *AAHPERD Youth Fitness Test* (1976) and the *Lifetime Health Related Physical Fitness Test* (AAHPERD, 1980) may be used jointly to assess the combined aspects of motor fitness and health-related fitness.

Posture Tests

The elementary and middle school years are the most important in identifying and then helping to remedy faulty posture. Posture screening programs should be used and planned motivational devices employed to create favorable attitudes toward good posture. It does little good to nag students by constantly telling them to sit up straight.

The evaluation of posture has always been a problem for tests and measurements people partly because posture experts cannot agree on what constitutes good posture. The problem has been attacked in many ways, usually without much success.

Posture tests are usually used for remedial work in an adaptive program or as a means of providing information and motivation for the student in a planned program of postural improvement.

In selecting posture tests physical education teachers should be guided by

- the needs of the program,
- their own preparation and competency,
- the cost of the test,
- the administrative feasibility of the test.

The evaluation of an individual's posture should include the appraisal of posture while walking, running, climbing, descending, sitting and standing.

A variety of posture tests may be found in Johnson (see Resources).

Evaluating Social Qualities

Social concepts such as character, sportsmanship, adjustment, personality, leadership, behavior and acceptance are difficult to measure objectively. However, it is important that an effort be made to evaluate this aspect of the student's development.

Information about tests of social qualities may be found in Johnson and in Baumgartner (see Resources).

Pine Mountain Middle School, Cobb County

Evaluating Affective Goals (interests, attitudes, values, etc.)

In physical education we are concerned with the attitudes of students toward the physical education activity program as well as toward individual activities within the program. Desirable changes can be brought about by finding out what effect various types of programs, administrative procedures and methods of instruction have on a student's feeling.

Information about tests of attitudes may be found in Johnson, Baumgartner and Corbin (see Resources).

Grading

Principles of Grading

"It is important that basic principles of grading be recognized and followed.

1. Measurement and evaluation for grading purposes must be based on the educational objectives of the course, not trivial or insignificant rules and procedures.
2. Grading in physical education should be commensurate with grading in other subject areas of the school.
3. The awarding of grades should be closely related to experiences occurring in real-life situations where honors, promotions and rewards result, thereby preparing students for life after graduation.
4. Grades should be assigned on the basis of the number of points accumulated in a course, reflecting the students' relative achievement in meeting the objectives.
5. Grades should be based on a sufficient number of observations. In physical education, grades should be based on more than one objective." (Johnson, p. 57)

It cannot be overemphasized that the instructional objectives are the basis on which factors used to grade students are selected.

The grading process has two steps.

- Selection of the measurements (subjective or objective) which will form the basis of the grade. It is important that the form of measurement selected allow for varying age levels and competency levels.
- Calculation of the grade.

The testing instruments must be both reliable and valid.

Key questions

- What are the instructional objectives?
- Were the students taught in accordance with these objectives?
- Does the test reliably and validly measure the achievement of these objectives?

At the end of the grading period a final grade must be assigned on the basis of all information available on the student. To make this possible the instructor must devise a system and keep careful records in the form of checklists, scores, anecdotal notes, etc.

There are at least three commonly used methods of assigning final grades.

- The sum of the letter grades
- A point system
- Sum of T-scores

When the units of measurement on tests differ it is possible to translate test scores into letter grades and letter grades into points, then add the points.

The information needed for determining letter grades could be obtained in various ways.

- Natural breaks in rank-ordered scores
- Teacher desicions about divisions in rank-ordered scores
- Teacher standards (acceptable if standards are realistic and teacher is consistent)
- Normal curve
- Norms

All have advantages and disadvantages.

A philosophy endorsed by many experienced teachers and most measurement specialists is that a grade a student receives should not be dependent on

- the semester or year in which the class is taken;
- the instructor, if several instructors teach the course;
- the other students in the course.

Things to think about

- Grading on improvement may penalize those who were already performing well before you taught the unit. It may also cause some students to perform poorly on an initial test in hopes of showing great improvement on the final.
- Are regular attendance, clean uniforms and shower-taking major objectves of your physical education instruction? Unless they are, they should not play a major role in grading.

- A student's grades should not be influenced by the performance of others.
- Although most educators praise diligent effort, it is the actual performance that is rewarded in real life.

Always keep in mind two crucial questions.

- Are students achieving important educational objectives?
- Is the level of achievement on each objective commensurate with the age level, skill level and maturity level of the student?

Resources

AAHPER Youth Fitness Test Manual (1976 ed.), American Alliance for Health, Physical Education, Recreation and Dance (1900 Association Drive, Reston, Va. 22091).

AAHPERD Lifetime Health Related Fitness, 1980 (same address as above).

AAHPER Sport Skill Tests manuals (Archery, Volleyball, Football, Basketball, etc.) (same address as above).

Barrow, Harold M. and McGee, Rosemary. *A Practical Approach to Measurement in Physical Education.* Philadelphia, Pa.: Lea & Febiger, 1964.

Baumgartner, Ted A. and Jackson, Andrew S., *Measurement for Evaluation in Physical Education.* Boston: Houghton Mifflin, 1975.

Corbin, Charles B. and Lindsey, Ruth, *Fitness for Life.* Glenview, Ill.: Scott, Foresman and Company, 1979.

Johnson, Barry L. and Nelson, Jack K., *Practical Measurements for Evaluation in Physical Education,* 2nd ed. Minneapolis, Minn.: Burgess Publishing Company, 1974.

Bob Mathis Elementary School, DeKalb County, at Stone Mountain Park

Chapter VIII

Extended Programs

Intramurals

A well organized intramural program can be a valuable extension of the physical education program. The potential of an intramural program becomes more evident upon inspection of a few of its purposes.

- It supplements the curricular activities of the physical education program since it can be used as a laboratory for additional practice, self-testing and for specialization in activities learned in class.
- It allows time for further instruction and the introduction of unique activities.
- It presents a setting for game play or low key competition.

Some benefits of an effective intramural program follow.

- It allows for unequal rates of development in participants.
- It provides for either separate or coed activities.
- It provides equal opportunities for all participants.
- It nurtures a healthy spirit of competition, sportsmanship and teamwork.
- The individual is stressed regardless of ability level.
- Teams are equalized according to age, weight or grade.
- It provides an opportunity to learn rules and appreciate sports.
- Fun is emphasized rather than competition.
- Students can participate in activities (without external pressure) for the sake of participation, enjoyment and fun rather than solely for winning.

Interscholastic sports, because of their highly competitive nature, can prove to be detrimental both physically and psychologically to many developing middle school students. Intramurals, unlike interscholastic sports which only serve the highly talented, provide for the needs, wants and interests of all students.

The intramural program should offer a broad range of physical activities to supplement and complement those offered in the regular physical education program.

Adapted Physical Education

Introduction

Duke and Sherrill have defined adapted physical education as the science of analyzing movement and identifying psychomotor deficiencies in order to develop instructional strategies and remedy deficiencies.

Adapted physical education is comprised of three facets: 1) remedial activities to meet the physical needs and problems of the handicapped; 2) recreational opportunities which open up sports, games and leisure pursuits to the handicapped;

and 3) a comprehensive, sequenced psychomotor skills program based on handicapped students' readiness level. These three are implemented by individualized prescriptive programs, group activities and mainstreamed educational opportunities.

Kenneth W. Duke listed several criteria for successful participation of handicapped students.

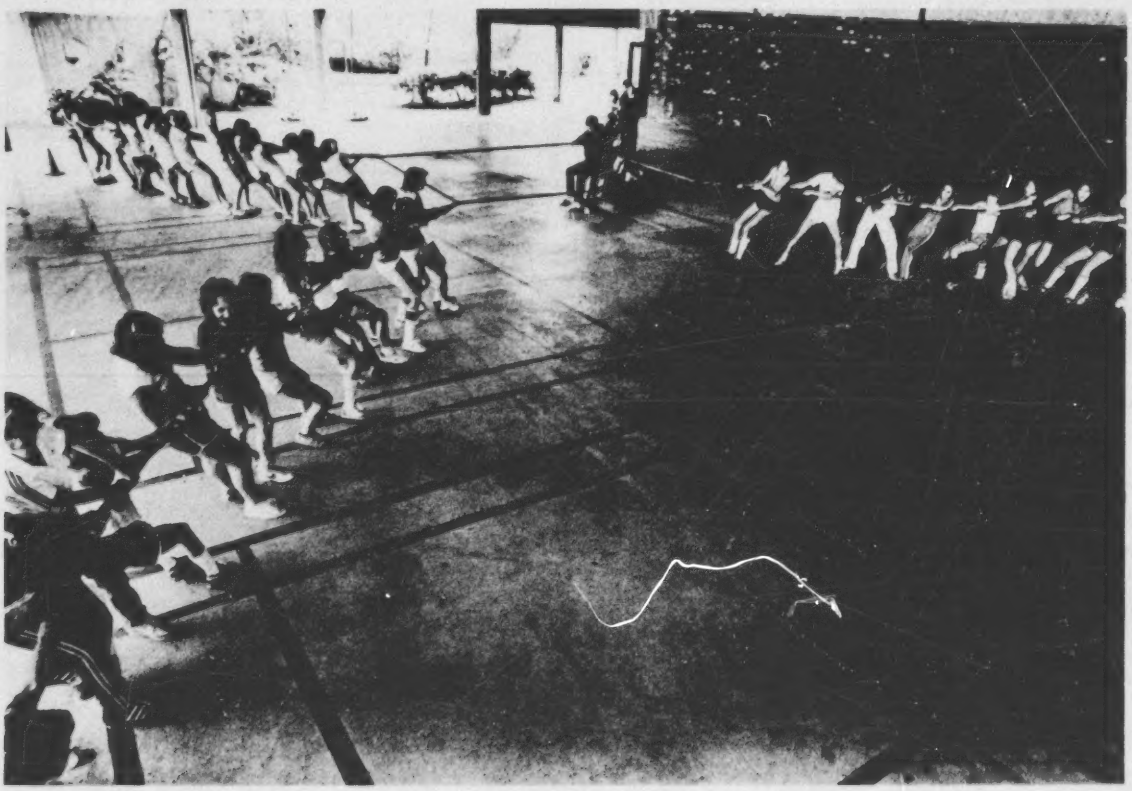
- The program is objectively based, being determined by a sound assessment procedure.
- The instructional program is sequentially, progressively structured.
- Progress is systematically evaluated.
- The program is individualized in design and delivery.
- The program is effective, legal and accountable.

Too many students go through formal education without developing attitudes, behaviors, concepts or skills leading to efficient movement. Getman says, "It is an impossibility in the human being, or in anything else as far as I know, to learn without movement." Learning through movement is basic to all other learning and the first year of one's life is mainly occupied in learning to move.

Many handicapped students do not move efficiently due to an impairment, retardation or disability and the physical education program for these students is usually lacking in scope and depth.

Schools should not neglect the duty of providing opportunities for each student, handicapped and nonhandicapped, to develop attitudes and abilities for worthwhile use of leisure time. Most teachers of the handicapped child are not properly trained to conduct a physical education program for their students, nor is the physical educator in many cases properly trained to prescribe activities for the handicapped child. It is recommended that the multidisciplinary integrated approach be used in teaching the handicapped child. "The individual should be considered as an indivisible unity" (Clarke). The cognitive, affective and psychomotor domains develop together.

Griffin Middle School, Cobb County



Public Law 94-142

The Federal Register (Tuesday, August 23, 1977, Part II) contains the final rules and regulations governing the Education for Handicapped Children Act of 1975 (Public Law 94-142). These regulations, formulated to aid in the implementation of Part B of the Act, relate to physical education for the handicapped as follows.

S121a.306 Nonacademic Services

- Each public agency shall take steps to provide nonacademic and extra-curricular services and activities in such manner as is necessary to afford handicapped children an equal opportunity for participation in those services and activities.
- Nonacademic and extracurricular services and activities may include counseling service, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies which provide assistance to handicapped persons, and employment of students, including both employment by the public agency and assistance in making outside employment available. (20 U.S.C. 1412(2) (A); 1414(a) (1) (C).)

S121.a307 Physical Education

- ***General.*** Physical education services, specially designed if necessary, must be made available to every handicapped child receiving a free appropriate public education.
- ***Regular physical education.*** Each handicapped child must be afforded the opportunity to participate in the regular physical education program available to nonhandicapped children unless (1) the child is enrolled full time in a separate facility; or (2) the child needs specially designed physical education as prescribed in the child's individualized education program.
- ***Special physical education.*** If specially designed physical education is prescribed in a child's individualized education program, the public agency responsible for the education of that child shall provide the services directly or make arrangements for it to be provided through other public or private programs.
- ***Education in separate facilities.*** The public agency responsible for the education of a handicapped child who is enrolled in a separate facility shall insure that the child receives appropriate physical education services in compliance with paragraphs (a) and (c) of this section. (20 U.S.C. 1401(16); 1412(5) (B); 1414(a) (6).)

Physical education is defined as follows:

- The term means the development of
  1. physical and motor fitness;
  2. fundamental motor skills and patterns; and
  3. skills in aquatics, dance and individual and group games and sport (including intramural and lifetime sports).
- The term includes special physical education, adapted physical education, movement education and motor development.

Comment

The Report of the House of Representatives on Public Law 94-142 includes the following statement regarding physical education.

"Special education as set forth in the Committee bill includes instruction in physical education, which is provided as a matter of course to all nonhandicapped children enrolled in public elementary and secondary schools. The Committee is concerned that although these services are available to and required of all children in our school systems, they are often viewed as a luxury for handicapped children."

"The Committee expects the Commissioner of Education to take whatever action is necessary to assure that physical education services are available to all handicapped children, and has specifically included physical education within the definition of special education to make clear that the Committee expects such services, specially designed where necessary, to be provided as an integral part of the educational program of every handicapped child." (House Report No. 94-332, 1975)

Resource Assistance

The American Alliance for Health, Physical Education, Recreation and Dance provides assistance to adapted physical education teachers through the Information and Research Utilization Center (IRUC). This center provides a listing of materials as well as many appropriate resources. *IRUC Briefings*, a newspaper, is published four times annually and all resources are available from AAHPERD, 1900 Association Drive, Reston, Va., 22901.

The *AAHPERD Update*, which is the official newsletter of the American Alliance for Health, Physical Education, Recreation and Dance, provides information and clarification for Public Law 94-142 and Section 504 in all issues.

Organizing the Program

Key people with whom the adapted physical education instructor must work.

Administrators

Teachers should keep administrators informed about activities and needs. The administrator needs the following information to be able to help.

- *Census of population needing adapted physical education*
- *Budget needs*
- *Equipment and facility needs*
- *Personnel needs and schedules*
- *Class and facility scheduling*

Physicians

Teachers should provide physicians with the following information.

- *Purpose of the adapted physical education program*
- *Activities offered*
- *Safety procedures used*
- *Staff qualifications and training*
- *Information needed to determine the activities a child may participate in. (This may be accomplished by using confidential rating forms giving physicians space to describe condition, indicate duration of disability, check list of opportunities and write recommendations.)*

Teachers should recognize the following reasons why some physicians give blanket excuses from physical education to handicapped students.

- *Favor to family*
- *Does not understand the purpose of physical education*
- *Thinks physical education is only competitive activities*
- *A less than adequate physical education program (any one or all of these may be correct assumptions).*

Remedies

- *Communication with physician and parents*
- *A good well rounded program*
- *Specifically designed public relations activities*

Physicians should provide the following for adapted physical education students and programs.

- *Medical exam*
- *Recommendations for physical education instruction (based on assessment)*
- *Suggestions for overall program improvement*
- *Strong public relations among other physicians and parents*

Physical Therapist (PT) and Occupational Therapist (OT) (where applicable)

Some systems and agencies employ therapists or contract services for PT and OT programs for physically handicapped students.

Teachers should provide the PT or OT with the following information.

- *Purpose of the program*
- *Staff qualification and training*
- *Activities offered*
- *Evaluation information used to determine the child's adaptive physical education program*
- *Safety procedures*
- *A clear definition of what the adaptive physical education program is (what areas it covers and what activities it provides) and how it differs from the PT and OT programs*
- *A close professional working relationship between adaptive physical education and PT/OT programs to correlate and not duplicate services provided.*

The PT or OT should provide the following to adaptive physical education.

- *Purpose of the PT and OT program*
- *Activities offered*
- *Areas covered*
- *Evaluation and medical information used to develop the child's PT and OT program*

- *A close professional working relationship between PT and OT and adaptive physical education programs to correlate rather than duplicate services provided.*
- *Suggestions for overall program improvement.*

Parents

Adaptive physical education should provide parents the following.

- *Description of program*
- *Objective of program*
- *Responsibilities of child*
- *Safety precautions*
- *Progress of child*

Parents should provide the following for adaptive physical education.

- *Encouragement to child*
- *Information concerning child*
- *Volunteer aid*
- *Moral support (PTA, board meetings, and other means of obtaining support for adaptive physical education)*

Students in Adaptive Physical Education

Adaptive physical education should provide the following for students.

- *Orientation to program*
  - *What is expected of students*
  - *How the program operates*
  - *What students will do*
  - *How to use equipment and facilities*
- *A good program in which they will have a positive experience*

Students should supply the following to adaptive physical education.

- *Participation*
- *Evaluation of program*
- *Good public relations IF they have a positive experience*

Other Teachers

Adaptive physical education teachers should provide the following for fellow teachers.

- *Description of program*
- *How students are referred to adaptive physical education*

Classroom and special education teachers should provide the following to adaptive physical education.

- *Referrals*
- *Information and evaluation*
- *Support for program*

Scheduling of adapted physical education

Large schools

- *A variety of classes reduces the need for special classes*
- *Less competitive and more explorative classes make main-streaming easier*
- *Special classes for preparing selected students for regular classes.*

Small schools will often not have variety or personnel for special classes. Alternatives may be needed.

- *Itinerant teaching*
- *Satellite classes (consultation and program planning between the adapted physical education and the regular teacher)*

Use of Volunteers

Volunteers can be helpful in providing students with individual attention. If volunteers are used, the following must be considered.

- *Obtaining volunteers*
- *Training*
- *Orientation*
- *Supervision*

Writing the Individual Education Program (see Appendix G)

Teaching Techniques

The following techniques should prove helpful in providing adapted physical education.

- *Buddy system (pairing handicapped with able-bodied partner)*
- *Peer leadership and tutoring*
- *Circuit or station training*
- *Problem solving, exploratory, adventure and initiative approaches for motivation*
- *Students selecting some activities*
- *Flexible units*
- *Contract or agreement techniques*
- *Practicum or field works*
- *Team teaching*
- *Preteach some activities to selected students*

Mainstreaming

The Council for Exceptional Children has defined mainstreaming as*

- *a belief which involves an educational placement procedure and process for exceptional children*
- *based on the conviction that each handicapped child should be educated in the least restrictive environment in which the child's educational and related needs can be satisfactorily provided.*

Mainstreaming is

- *providing the most appropriate education for each child in the least restrictive setting;*
- *looking at the educational needs of children instead of clinical or diagnostic labels such as mentally handicapped, learning disabled, physically handicapped, hearing impaired or gifted;*
- *looking for and creating alternatives that will help general educators serve children with learning or adjustment problems in the regular setting (some approaches being used to achieve this are consulting teachers, methods and materials specialists, itinerant teachers and resource room teachers);*
- *uniting the skills of general and special education so that all children may have equal educational opportunity.*

Mainstreaming is not

- *wholesale return of all exceptional children in special classes to regular classes;*
- *permitting children with special needs to remain in regular classrooms without the support services they need;*
- *ignoring the need of some children for a more specialized program that can be provided in the general education program;*
- *less costly than serving children in special self-contained classrooms.*

**Exceptional Children*, Council for Exceptional Children, 1920 Association Dr., Reston, Va. 22091.

Appendices

Appendix A

Accident Report Form*

School_____ Address_____ Zip Code_____

I. Student Information

A. Name_____ B. Grade_____ C. Age_____
Last First Middle

D. Sex — □ Male □ Female E. Teacher_____

II. Accident Information

A. Time of accident □ A.M. □ P.M. B. Date_____

C. Supervised activity □ Yes □ No Name of instructor present_____

D. Nature of injury (may be completed after medical examination)

1. □ Abrasion
2. □ Animal or insect bite
3. □ Asphyxiation
4. □ Bruise
5. □ Burn
6. □ Concussion
7. □ Contact-toxic substance
8. □ Cut
9. □ Dental
10. □ Dislocation
11. □ Foreign body
12. □ Fracture
13. □ Heat exhaustion
14. □ Laceration
15. □ Puncture
16. □ Shock, fainting
17. □ Sprain
18. □ Other _____

E. Part of body injured

I. Head
1. □ Scalp
2. □ Back
3. □ Front
4. □ Eyes
5. □ Ear
6. □ Nose
7. □ Mouth
8. □ Teeth
9. □ Neck

II. Trunk
1. □ Chest
2. □ Abdomen
3. □ Back

III. Arms
1. □ Shoulder
2. □ Upper arm
3. □ Elbow
4. □ Lower arm
5. □ Hand
6. □ Fingers

IV. Legs
1. □ Hip
2. □ Upper leg
3. □ Knee
4. □ Lower leg
5. □ Foot
6. □ Toes

F. Location of accident

1. □ Athletic field
2. □ Cafeteria
3. □ Classroom
4. □ Gym
5. □ Hallway
6. □ Lab
7. □ Playground
8. □ Restroom
9. □ Shower—dressing rooms
10. □ Stairs
11. □ Street
12. □ School bus
13. □ Vocational shops
14. □ Other_____

III. Contributing Causes

A. Environmental factors
1. □ Crowding
2. □ Doors
3. □ Drinking fountain
4. □ Equipment
5. □ Floors
6. □ Surface
7. □ Lighting
8. □ No handrail
9. □ Mechanical defects
10. □ Ventilation
11. □ Weather
12. □ Other_____

B. Human factors
1. □ Active game
2. □ Fatigue
3. □ Fighting
4. □ Horseplay
5. □ Improper attitude
6. □ Lack of training or experience
7. □ Preoccupation
8. □ Running
9. □ Violation of rules
10. □ Other_____

C. Agents
1. □ Animal or insect
2. □ Electricity
3. □ Fire
4. □ Gases
5. □ Liquids
6. □ Physical ed. equipment
7. □ Pencil
8. □ School equipment
9. □ Solids
10. □ Student
11. □ Vehicle
12. □ Other

Issued by the Division of Elementary and Secondary Education, Bureau of Instruction, Kentucky Department of Education - Wendell P. Butler, Superintendent of Public Instruction.

IV. Accident Description

Describe the accident in your own words. Please give all details so that this accident report may be used to prevent other similar accidents.

V. Post Accident Information

A. Was first-aid given? □ Yes □ No By whom _____
Describe _____

B. Does health record indicate tetanus immunization currently effective? □ Yes □ No

C. Was parent or other responsible person notified? □ Yes □ No By whom _____ time _____

D. If no, explain _____

E. Was student sent home? □ Yes □ No If yes, was he accompanied? □ Yes □ No

F. Was student sent to physician? □ Yes □ No Name of physician _____

G. Was student sent to hospital emergency room? □ Yes □ No Name of hospital _____

H. Method of transportation _____

I. Days absent _____

J. Extent of property damage _____

VI. Action Taken to Prevent Similar Accident

A. Instructional

1. □ Discussed at staff meeting
2. □ Discussed in each class as part of regular instruction
3. □ Discussed with parent
4. □ Personal instruction given to student
5. □ Personal instruction given to personnel in charge
6. □ Presented as a subject of assembly program

B. Policy or corrective action

1. □ Corrected operational procedures
2. □ Notified school safety committee
3. □ Repaired faulty equipment
4. □ Safety specialist invited to school to assist in safety program
5. □ Safety rules amended to prevent recurrence
6. □ Suggest closer supervision

C. Other

D. No action taken □

VII.

Signed_____ **Title**_____ **Date**_____

Teacher_____

Other Witness_____

_____

Appendix B

First Aid Supplies*

Basic supplies — for units of 100 children or less

Adhesive compresses, 1 inch (Band-aid type)	package of 100
Sterile gauze 3-inch squares, individually wrapped (steripad type)	package of 25
Roll of sterile gauze, 4 inches wide by 5 yards long	1 package
Triangular bandages	3 bandages
Adhesive tape, 1/2 inch	3 rolls
Adhesive tape, 1 inch	1 roll
Roller bandages, 1 inch	6 rolls
Roller bandages, 2 inches	6 rolls
Splints, Yucca No. 1 (or equivalent metal splints)	6 splints
Absorbent cotton (sterile)	1/4 pound
Applicator sticks, cotton tip	25
Ammonia (Aspiral No. 1)	1 box (4)
Table salt	1 package
Soap cake or Phisohex (4 oz. bottle)	1 cake or bottle
Flashlight	1 flashlight
Scissors, blunt end	1 pair
Safety pins, medium size	24 pins
Red Cross First-Aid Textbook (latest edition)	1 book

Quantities depend somewhat on nearness to physician. In isolated areas, a four ounce bottle of merthiolate may be used as a skin antiseptic if approved by the local physician.

Schools with more than 100 pupils should have dispensable supplies in proportion. Large schools might have more than one cabinet of supplies located throughout the building.

No fever thermometer should be located at school. Medical personnel are the only ones authorized to use a thermometer.

*Emergency Care for Sickness and Accidents Occuring at School, issued by the Division of Elementary and Secondary Education, Bureau of Instruction, Kentucky Department of Education, Wendell P. Butler, Superintendent of Public Instruction.

Appendix C

Instructional Resources to Support the Middle School Physical Education Program

Educational media programs in Georgia public schools provide a variety of instructional resources and the use of those resources supports teaching and learning. Print and nonprint materials, equipment, programs and services are available through state, community and other educational agencies and are necessary for an effective instructional program.

Innovative teachers, media specialists, administrators, curriculum specialists, students, board members and citizens are seeking to facilitate access to information and services in producing locally designed, curriculum-related learning materials. Media specialists should serve on curriculum committees to help, develop effective programs. Efficient use of appropriate materials fosters student improvement in listening, viewing, reading and inquiry. Georgia Board of Education instructional media and equipment policy requires local media committees to select materials and establish procedures for using them effectively. Physical education teachers should be involved in this planning.

Access to information should be available through the school's media center. Through involvement in policy and procedure development, curriculum design and materials evaluation and selection, physical education teachers may help improve media services supporting the instructional program.

A community resources file, developed cooperatively by media and instructional staff, provides valuable information about local people, places, activities and unique resources to enhance the physical education program. In some school systems a resource service is provided at system level for all schools.

Much information about resources exists. Some is commercially prepared, some is provided by the Georgia Department of Education and some is available in the local schools. Media personnel can assist teachers in using the following suggested sources.

Resources From the U.S. Department of Education

Many reviewing sources are listed in *Aids to Media Selection for Students and Teachers*, available from the U. S. Department of Health, Education and Welfare, Office of Education, Bureau of Elementary and Secondary Education, Office of Libraries and Learning Resources, Washington, D. C.

Resources from the Georgia Department of Education

The Department of Education provides resources and services through school media centers and the system media contact person.

Division of Educational Media Services, Instructional Resources Unit, Georgia Department of Education, Atlanta, Ga., 30334, distributes the following materials.

- *Georgia Tapes for Teaching: Catalog of Classroom Teaching Tapes for Georgia Schools* (and supplements). Arranged by subjects, this catalog lists the titles of audio tapes which will be duplicated on request. Recommended listening audiences are indicated. A school registration is required. The requesting media center must provide the blank reel-to-reel or cassette tape on which the recording is made. Return postage is provided by the Georgia Department of Education.
- *Catalog of Classroom Teaching Films for Georgia Schools* (and supplements). The annotated list of 16mm films is arranged by titles but indexed by subjects. Recommended viewing audiences are indicated. Registration (annual beginning in September or semiannual beginning in January) requires a minimal fee. Each registration provides a specified weekly film quota, but multiple registrations are accepted. Many films are broadcast over the Georgia Educational Television Network and some may be duplicated on videotapes for later use. Information about this service and the broadcast schedule are provided annually to media specialists through the system media contact person.

• *Instructional Television Schedule.* Copies of the schedule with series descriptions and broadcast times are available on request from the System Media Contact Person, who also coordinates orders for needed teacher manuals. Descriptions of telecourse series and programs in related fields should be examined for potential programs to support the physical education curriculum. Although recommended viewing audiences are indicated, the schedule and teacher manuals should also be examined for potential use of a program or series to introduce, develop, or reinforce physical education. Upcoming broadcast specials are announced in MEDIA MEMO which is provided monthly during the school year by the Department of Education.

• A bibliography, "Selected Sources of Information on Educational Media", is also available from Media Field Services, Division of Educational Media Services, Georgia Department of Education, Atlanta, Ga., 30334.

Educational Information Center (EIC), Georgia Department of Education, 212 State Office Building, Atlanta, Ga., 30334, provides research service to Georgia public school administrators and their central office staff. Computer and manual searches of the Educational Resources Information Center (ERIC) data base, which includes over 325,000 references to education documents related to exemplary projects and model teaching strategies, can be requested by the media staff through the system media contact person.

Readers Service, Public Library Services Division, Georgia Department of Education, Atlanta, Ga., 30334, distributes the *Selected List of Books for Teachers* (and supplements) and the *Periodical List* (and supplements) identifying titles in the Public Library Services collection which can be obtained by the school media specialist on request. Georgia Library Information Network (GLIN), another reference and bibliographic service, provides access to publications in the collections of approximately 150 participating public, special and academic libraries. Requests for these services and resources should be made through local public libraries by the school media staff.

Other Sources of Information and Ideas

Reviews and bibliographies of recommended physical education resources and innovative program descriptions are published regularly in journals and periodicals. The following titles published by the American Alliance for Health, Physical Education, Recreation and Dance, are recommended.

Journal of Physical Education and Recreation. AAHPERD, 1900 Association Dr., Reston, Va., 22091.

Research Quarterly for Exercise and Sport. AAHPERD, 1900 Association Dr., Reston, Va., 22091.

Another source is the following position paper.

Guidelines for a Comprehensive Program in Middle School Physical Education; a Position Paper of the Georgia Association for Health, Physical Education and Recreation, 1980.

Physical Education Films Available From Georgia Department of Education Film Libraries

The following films are available to teachers and students through the school media centers. An asterisk following the order number indicates the film is available in color.

Aquatics	Grade Level	Length	Order Number
Basic Techniques of Drownproofing	p-e-j-s	12 min.	5250*
Fundamentals of Creative Swimming, Part 1, Strokes and Stroking Skills	j-s-t-c	12 min.	5076*
Fundamentals of Creative Swimming, Part 2, Body Positions and Figures	j-s-t-c	12 min.	5077
I'm No Fool in Water	p-e-j	8 min.	1037*
Let's Be At Home in the Water	p-e	10 min.	1013*
Safety on the Water	p-e-j-s	28 min.	7466
Sailing a Toy Boat	p	7 min.	606*
Water Wisdom	p-e-j-s	15 min.	4718
Why Drown?	e-j-t-c	25 min.	7952*
Bicycling Also see Safety Education			
Bicycle Safety	e-j-s	9 min.	564
Bicycle Safety Skill	p-e-j	11 min.	1903
Can You Stop On A Dime?	e	10 min.	1209*
I'm No Fool With A Bicycle	p-e-j	9 min.	1084*
Monkey Tale (Bicycle Safety)	p-e	9 min.	850
Once Upon a Bicycle	e-j	11 min.	1002
Seven Rules of Bicycle Safety	p-e	7 min.	1517*
You and Your Bicycle	e-j-s	11 min.	1273
Combatives			
Self-defense for Girls	j-s-c	17 min.	5632*
Dance			
Busy Bodies	p	10 min.	319*
Dance Your Own Way	p-e-c	10 min.	1493*
Discovering Rhythm	p-e	11 min.	1985*
Guessing Game	p-e	7 min.	2054*
Indians of the Plains — Sun Dance Ceremony	e-j	11 min.	1135*
Modern Dance: Choreography and the Source	j-s	20 min.	5538*
Modern Dance: Technique in Sequential Form	j-s	12 min.	5245*
Modern Dance: The ABC of Composition	j-s-t	13 min.	4013*
Polynesian Dances	e-j-s	11 min.	1208*
Scotland Dances	j-s-c	15 min.	4937*
Villages in the Sky	j-s-c	12 min.	4107*
The Dance Instrument	j-s-c	17.3 min.	4931*
How to Move Better	j-s-c	19.7 min.	4932*
Elementary Physical Education Also see Movement Education, Dance			
Every Child A Winner	t-e	14 min.	5763*
Innovation in Elementary Physical Education	e-c-t	30 min.	7897*

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Fitness Also see Nutrition	Grade Level	Length	Order Number
Alexander Learns Good Health (revised edition)	p	9 min.	1952*
Contouring Your Figure	j-s-c	10 min.	713*
Fit As A Fiddle	e-j	10 min.	693
Fit To Be You series			
Muscles	j	12 min.	*
Heart, Lungs	j	12 min.	*
Flexibility and Body Composition	j	12 min.	*
Flabby American, The	j-s-c	24 min.	7301
Habits of Health: Food to Live and Grow	p-e	13½ min.	4113
Habits of Health: Keeping in Top Shape	p-e	13 min.	4117*
Habits of Health: The Physical Examination	p-e	10 min.	286*
Heart-Lung Endurance	p-e	15½ min.	4120*
Muscular Strength and Endurance	p-e	15½ min.	4254*
Posture Habits (second edition)	e-j	11 min.	1445
Posture in Motion	j-s	8 min.	714
Program for Physical Fitness, A	p-e	15½ min.	4303*
Rope Skipping Basic Steps	e-j-s-c	16 min.	5502*
Run Dick, Run Jane	j-s-c	20 min.	5762*
Gynmastics and Tumbling			
Basic Tumbling Skills (second edition)	e-j-s	14½ min.	4539*
Gymnastics: Fundamentals and Techniques	s-c	16 min.	4423
Gymnastics: Fundamentals and Techniques	s-c	16 min.	4424
Gymnastics: Fundamentals for Boys	j-s-c	14 min.	5535*
Gymnastics: Fundamentals for Girls	j-s-c	15 min.	5536*
Trampoline Fundamentals	j-s-c	11 min.	1183
Tumbling: The Forward Roll	p-e-t	11 min.	2002*
Lifetime Sports			
Archery Fundamentals	j-s-c	11 min.	801
Bobby Jones: "Old Man Par"	s	11 min.	666
How to Build a Golf Swing, Part I	j-s-c	17 min.	4540*
How to Build a Golf Swing, Part II	j-s-c	17 min.	4541*
Putting — Golf's End Game	j-s-c	13 min.	4548*
Fundamentals of Racquetball	j-s-c	10 min.	139*
Racquetball Shots	j-s-c	10 min.	143*
Racquetball Serves and Returns	j-s-c	10 min.	140*
Racquetball Strategy for Singles, Doubles and Cutthroat	j-s-c	10 min.	148*
Short Approach Shot (Golf)	j-s-c	10 min.	442*
Special Challenge (Golf)	j-s-c	15 min.	4544*
Tennis Tactics for the 80s Series			
Importance of Practice	e-j-s	9 min.	207*
Tactics for Doubles Play	e-j-s	9 min.	211*
Tactics for Ground Strokes	e-j-s	9 min.	218*
Tactics for Return of the Serve	e-j-s	9 min.	213*
Tactics for Singles Play	e-j-s	9 min.	228*
Tactics for Speciality Shots	e-j-s	9 min.	221*
Tactics for the Serve	e-j-s	9 min.	209*
Welcome to Golf	s-c	13 min.	5153*

Movement Education Also see Elementary Physical Education, Dance	Grade Level	Length	Order Number
Animals Move in Many Ways	p	10 min.	1262*
Animals: Ways They Move	p-e-j	11 min.	1454
Art in Our World	j-s-c	10 min.	1353*
Fast is Not A Lady Bug	p-e	11 min.	954
Introduction to Body Movement	e-t	11 min.	1991*
Matching Up	p-e	4 min.	2056*
Movement Exploration: What Am I?	p-e	11 min.	399*
Thinking — Moving — Learning	p-e-c-t	20 min.	5642*
Outdoor Education			
Adventuring in Conservation	c-j	14 min.	4813*
Aids to Navigation for Boatmen	j-s-c	25 min.	7169*
Another Day of Cruising	j-s-c	23 min.	7174*
Before You Hunt	j-s-c	22 min.	7175*
By Nature's Rules	j-s-c	25 min.	7170*
Children in Winter	p	11 min.	223*
Coniferous Forest Biome, The	j-s-c	15 min.	4066*
Find a Float	j-s-c	11 min.	104*
Foxfire	j-s	21 min.	5766*
Georgia Parks and Historic Sites	j-s-c	20 min.	4244*
House of Man, The: Our Changing Environment	j-s-c	17 min.	4092*
House of Man, The: Our Changing Environment, Part II	j-s-c	11 min.	118*
Just for the Fun of It	p-e-j-s	28 min.	7084*
Man and His Natural Environment	j-s-c	26 min.	7170*
Marsh Community, The	j-s-c	11 min.	131*
Overnight	c-j-s	20 min.	4308*
Question of Hunting, A	j-s-c	25 min.	7016*
Recreating Spirit, The	e-j-s-c	18 min.	4717*
Recycling	j-s-c	21 min.	4060*
Score Off Shore, The	j-s-c	23 min.	4146*
Suddenly and Without Warning	j-s-c	8 min.	117*
Time for Choice, A	j-s-c	28 min.	7173*
To Tempt A Trout	j-s-c	20 min.	4257*
What Ecologists Do	j-s-c	15 min.	4223*
What Now, Skipper?	j-s-c	20 min.	4238*
Winter Is an Adventure	p-e	10 min.	1444
Wood Duck's World	j-s-c	28 min.	7172*
World Apart, A	j-s-c	25 min.	7168*
Physical Education, General			
They Grow Up So Fast	c-t	25 min.	7042*
Safety in Physical Education *I'm No Fool Having Fun*	p-e-j	8 min.	1083*
Special Education Physical Activities Also see Elementary Physical Education, Movement Education			
Anyone Can	c-t	27 min.	7953*
Cast No Shadow (special edition)	e-t	27 min.	8026*

Sportsmanship	Grade Level	Length	Order Number
Beginning Responsibility: Being a Good Sport	p-e	11 min.	2037
Let's Be Good Citizens at Play	p-e	9 min.	1212
Let's Play Fair (second edition)	p-e	11 min.	543*
Teams Sports			
Basketball by Rupp	j-s	17 min.	4320
Basketball for Boys: Fundamentals	j-s	11 min.	1663
Basketball for Boys: Team Play	j-s	11 min.	1654
Basketball Fundamentals (second edition)	j-s	14 min.	4004
Connie Mack: Mr. Baseball	j-s	11 min.	709
Knute Rockne: The Rock of Notre Dame	j-s	11 min.	700
Lou Gehrig: King of Diamonds	j-s	11 min.	708
Soccer: Basic Individual Skills	e-j-s-c	18 min.	4264*
Soccer: Offensive/Defensive Maneuvering	e-j-s-c	21 min.	4358*
Soccer: Goal Keeping	e-j-s-c	20 min.	4344*
Softball Fundamentals for Elementary School	e	10 min.	884
Softball: Skills and Practice	e-j-s	13 min.	5508*
Training and Conditioning	j-s-c-t	21 min.	5590*
Volleyball for Boys (second edition)	e-j-s	14 min.	4314
Track and Field			
Fundamentals of Track and Field	j-s	25 min.	7473
Sprints, The	j-s-c	21 min.	4145

Note: Some of the subject headings in this section are more detailed for physical education and may not be listed in the *Catalog of Classroom Teaching Films for Georgia Schools and Supplements* in the same way. A description of the films can be located in the catalog under the title entry.

Appendix D

Sample
Three-Year Physical Education Curriculum

Subject	Grade 6	Grade 7	Grade 8
Conditioning and Physical Fitness	• Introduction to fitness • Values of fitness • Basic principles of exercise • Fat control • Safety in fitness	• Cardiovascular endurance • Walking, jogging • Aerobic dance • Jump rope	• Strength and flexibility development • Weight lifting and stretching activities
Lifetime Sports	• Pickle ball • Hand ball • Bowling	• Tennis • Racquet ball • Golf	• Badminton • Golf • Archery • Fencing
Outdoor Education	• Bicycling and safety • Angling and casting	• Orienteering • Group and family camping	• Adventure activities • Hiking, backpacking • Shooting education and safety canoeing
Team Sports	• Soccer • Speedball • Field hockey	• Basketball • Softball • Team handball	• Volleyball • Flag football
Stunts, Tumbling and Gymnastics	• Stunts (pyramids, individual and group) • Self testing activities	• Beginning tumbling and gymnastic skills • Intermediate stunts	• Beginning apparatus • Intermediate tumbling and gymnastic skills • Floor exercise
Rhythms and Dance	• Fundamentals of rhythms and dance • Activities with small equipment	• Folk and ethnic dance • Square dance	• Social dance • Contemporary dance (disco)
Aquatics and Water Safety	• Drownproofing • Basic swimming	• Swimming and diving • Water sports	• Life saving • Synchronized swimming
Recreational Games	• Four square • New Games • Tetherball	• Shuffle board • Croquet • Table tennis • Horseshoes	• Frisbee • Deck tennis
Track and Field	• Cross country • Introduction and basic fundamentals to track and field (starting techniques, running form, strategy, baton passing, etc.)	• Dashes • Distance runs • Hurdles • High jump • Long jump	• Triple jump • Multiple events (pentathalon and decathalon) • Shot put • Discus • Relays
Combatives	• Wrestling • Self-testing (arm wrestling, leg wrestling, thumb wrestling)	• Combative games (tug-o-war, stick twist, shoulder shove, wand wrestling)	• Self-defense

Appendix E

Essential Skills for Georgia Schools

IX. Physical Education

Topic	Concept/Skill	K-4	5-8	9-12
A. Perceptual motor development	The learner will			
	1. develop and refine sensory skills using kinesthetic discrimination, auditory discrimination, visual discrimination, olfactory discrimination and gustatory discrimination;	I D	R	R
	2. use and develop combinations of sensory skills such as eye-hand coordination, eye-foot coordination and eye-hand-foot coordination.	I	D	R
B. Basic movement skills	The learner will			
	1. perform basic locomotor movements such as crawling, creeping, climbing, descending, hopping, leaping, marching, running, walking and falling;	I	D	R
	2. perform combinations of basic locomotor movements such as galloping, skipping, sliding and step hopping;	I D	R	R
	3. perform basic nonlocomotor movements such as balancing, bending, grasping, holding, lifting, pulling, releasing, pushing, stretching, turning, sitting, standing, twisting, extending and curling;	I D	R	R
	4. perform basic movements by combining locomotor and nonlocomotor movements such as bouncing while running, bending while walking, twisting and catching, climbing, kicking and running, bending and rolling, throwing and twisting;	I D	R	R
	5. successfully manipulate small and large objects in activities such as kicking, bouncing, rolling, jumping rope, striking, pitching, throwing and trapping;	I	D R	R
	6. distinguish between even and uneven rhythm;	I	D	R
	7. coordinate basic movements with various rhythms;	I	D	R
	8. express creative ideas, establish own rhythm and develop own dance (heartbeat, toe tap, hand clap, stamp);	I D	R	R
	9. develop an appreciation for dance including folk, fad, creative, social and modern.	I D	R	R

Topic	Concept/Skill	K-4	5-8	9-12
C. Motor skills — sports and leisure skills	The learner will			
	1. administer artificial respiration;		I D	R
	2. survive in water;	I	D R	R
	3. participate in lifetime sports such as archery, golf, tennis, badminton, handball, racketball and jogging;		I	D R
	4. be proficient in outdoor activities such as camping, boating, canoeing, hiking, backpacking and fishing;		I D	R
	5. participate in group problem solving and initiating activities;	I	D	R
	6. take part in intramurals and special interest groups and develop skills for pursuing leisure activities;		I D	R
	7. participate in lead up games and sports such as angleball, soccer, softball, speedball, volleyball, basketball, field hockey and flag football;	I	D	R
	8. participate in traditional games and in creating new games;	I D	R	R
	9. perform many daily living skills such as eating, washing and brushing teeth;	I D	R	R
	10. perform basic gymnastics and tumbling skills;	I	D	R
	11. compete with self and others.	I	D	R
D. Physical fitness skills	The learner will			
	1. obtain a functional personal fitness level and maintain an optimum degree of muscular endurance and strength, cardiovascular endurance, speed, agility, organic vigor and flexibility.	I	D	R
E. Body mechanics	The learner will			
	1. maintain appropriate good posture habits while sitting, walking and standing;	I	D	R
	2. use proper techniques and methods to stoop, lift, carry, push and pull objects.	I	D	R
F. Cognition	The learner will			
	1. use mental processes such as perceiving, identifying, remembering, conceptualizing, classifying, sequencing, analyzing, hypothesizing, inferring, deducing, associating, extrapolating, interpolating and experimenting;	I	D	R
	2. demonstrate knowlede of factors which modify participation in activities;	I	D	R

Topic	Concept/Skill	K-4	5-8	9-12
	3. illustrate or explain how factors such as age, maturation, attitudes, environmental forces, skill levels, physical condition, fatigue, stress, performance aids, smoking, alcohol and drugs affect participation;	I	D	R
	4. illustrate or explain growth and development factors which affect movement, e.g., heart rate, rest periods, warm up and body rest;	I	D	R
	5. demonstrate a knowledge of the meaning of physical fitness, strength, flexibility, endurance, obesity and effects of exercise on the heart and vascular system;	I	D	R
	6. express knowledge of movement principles used in activities such as throwing, catching, dancing;	I	D	R
	7. know how to avoid injury while participating in activities;	I D	D	R
	8. follow directions;	I D	R	R
	9. demonstrate or explain space relationships in games, dance, gymnastics, track and field;	I D	D	R
	10. identify and explain where community resources are located and how to use them;	I D	D	R
	11. illustrate or explain effects of activities such as running, walking, bike riding;	I D	D	R
	12. know rules and procedures and why they must exist;	I D	D	R
	13. use offensive and defensive strategies in play situations;	I	D	R
	14. know and use safety precautions and protective requirements;	I D	D	R
	15. know of careers in physical education;	I	D	R
	16. illustrate or explain the relationship between exercise and weight control, nutrition and dieting, stress, tension and relaxation;	I	D	R
	17. illustrate or explain the immediate and long-range effects of exercise on the body and several approaches to attaining and maintaining physical fitness;	I	D	R
	18. plan recreational involvement for self and others;		I D	R
	19. demonstrate the knowledge that all accidents and injuries should be properly reported;	I D	R	R
	20. use good judgment and common sense in playing, going to and from school and in similar situations;	I D		R

Topic	Concept/Skill	K-4	5-8	9-12
	21. demonstrate that he or she is a knowledgeable spectator of many sports.	I	D	R
G. Social Skills	The learner will			
1. Respect for self	a. practice self-discipline and self-control;	I	D	R
	b. reflect a cheerful, optimistic attitude;	I	D	R
	c. show specific evidence of possessing positive self-concept and self-image;	I D		R
	d. exhaust positive motivation for inquiry and learning;	I D		R
	e. accept and adapt to change;	I	D	R
	f. demonstrate attentive listening skills;	I D	R	
	g. show reasonable assertiveness;	I	D	R
	h. be physically involved and feel positive about this involvement;	I	D	R
	i. exhibit courage, initiative and perseverance in all play;	I	D	R
2. Respect for others	a. show empathy for others;	I	D	R
	b. accept mistakes and weaknesses of others with understanding;	I	D	R
	c. praise others for effort and work well done;	I	D	R
	d. be courteous to others;	I	D	R
	e. respect others' possessions and personal space;	I D	R	R
	f. respect reason and intelligence and show respect for persons in authority;	I D	R	R
3. Cooperation and acceptance of winning, defeat, criticism and group and individual responsibility	a. share with others;	I D	R	R
	b. work cooperatively without excluding anyone;	I D	R	R
	c. give of self to accomplish group goals;	I	D	R
	d. exhibit leadership qualities and followership ability;	I	D	R
	e. accept constructive criticism;	I	D	R
	f. relate winning to doing one's best;	I	D	R
	g. function as a good team and group member;	I	D	R
	h. exhibit social and emotional maturity;	I	D	R
4. Respect for property and rules	a. obtain and return play items properly;	I D	R	R
	b. take care of play items;	I D	D R	R
	c. abide by play rules and show respect for them;	I	D	R
5. Values	a. establish and demonstrate a set of personal values;	I D	R	R
	b. demonstrate a value for culturally, artistically and aesthetically pleasing performances, works and exhibits.	I	D	R

Appendix F

Middle School Physical Education Program Checklist

Annual instruction of at least 10 class periods in the school year is devoted to the following.

Conditioning and Physical Fitness

- ☐ Aerobics
- ☐ Jogging or distance running
- ☐ Slimnastics and body mechanics
- ☐ Weight lifting
- ☐ Calisthenics
- ☐ Circuit training
- ☐ Obstacle course
- ☐ Fitness principles
- ☐ Safety in fitness
- ☐ Walking
- ☐ Cardiovascular endurance
- ☐ Muscular endurance
- ☐ Flexibility

Outdoor Education

- ☐ Backpacking
- ☐ Adventure activities
- ☐ Bicycling and safety
- ☐ Canoeing
- ☐ Camping
- ☐ Casting and angling
- ☐ Cooking (outdoor)
- ☐ Hiking
- ☐ Orienteering
- ☐ Shooter education and safety

Stunts, Tumbling and Gymnastics

- ☐ Tumbling
- ☐ Gynmastics
- ☐ Trampoline
- ☐ Stunts
- ☐ Floor exercise
- ☐ Self testing activities
- ☐ Apparatus

Lifetime Sports

- ☐ Archery
- ☐ Badminton
- ☐ Bowling
- ☐ Deck tennis
- ☐ Golf
- ☐ Handball
- ☐ Paddle tennis
- ☐ Tennis
- ☐ Pickle ball
- ☐ Racquet ball
- ☐ Fencing

Team Sports

- ☐ Basketball
- ☐ Field hockey
- ☐ Flag football
- ☐ Hockey, field
- ☐ Hockey, street or gym
- ☐ Soccer
- ☐ Softball
- ☐ Speedball
- ☐ Team handball
- ☐ Volleyball
- ☐ Other_____
- ☐ Other_____
- ☐ Other_____

Rhythms and Dance

- ☐ Fundamentals of rhythms and dance
- ☐ Folk and ethnic dance
- ☐ Contemporary dance
- ☐ Social dance
- ☐ Tap dance
- ☐ Square Dance
- ☐ Other_____
- ☐ Other_____

Aquatics and Water Safety

- ☐ Drownproofing
- ☐ Scuba and skin diving
- ☐ Small crafts
- ☐ Beginning swimming
- ☐ Intermediate swimming
- ☐ Water safety
- ☐ Life saving
- ☐ Synchronized swimming
- ☐ Diving
- ☐ Water sports
- ☐ Other_____
- ☐ Other_____

Recreational Games

- ☐ Four square
- ☐ Horseshoes
- ☐ Shuffle board
- ☐ Table tennis
- ☐ New Games
- ☐ Tetherball
- ☐ Frisbee
- ☐ Croquet
- ☐ Deck tennis
- ☐ Other_____

Track and Field

- ☐ Cross country
- ☐ Basic fundamentals
- ☐ Dashes
- ☐ Distance runs
- ☐ Hurdles
- ☐ High jump
- ☐ Long jump
- ☐ Triple jump
- ☐ Pentathalon
- ☐ Decathalon
- ☐ Shot put
- ☐ Discus
- ☐ Relays

Combatives

- ☐ Self testing activities
- ☐ Combative games
- ☐ Self-defense
- ☐ Wrestling
- ☐ Other_____
- ☐ Other_____
- ☐ Other_____

The school curriculum includes the following.

- ☐ ***An adaptive program to serve the needs of***
  - ☐ physically handicapped,
  - ☐ mentally handicapped,
  - ☐ visually handicapped,
  - ☐ hearing handicapped,
  - ☐ temporarily incapacitated.
- ☐ ***A definite inclement weather*** [illegible] ***s planned and available in writing.***

Appendix G

Content/Skills Match

This section matches the content area in Appendix D with the concept skills in Appendix E.

A Conditioning and Physical Fitness

Skills Developed	Unit Title
G-5a	1. Values
D-1; E-1; F-1, 3, 4, 5	2. Basic principles of exercise
F-1, 2, 3, 4, 5, 17	3. Flexibility
F-1, 2, 3, 4, 5, 17	4. Strength
F-1, 2, 3, 4, 5, 11, 17	5. Cardiovascular endurance
F-16	6. Fat control
F-14	7. Safety

B Lifetime Sports

Skills Developed	Unit Title
A-1, 2; B-2, 3, 4, 5; C-3, 4, 5, 6, 7, 8, 9, 10, 11; D-1; F-1, 5, 7, 8, 12, 13, 14, 17, 19, 21; G-1a, b, c, f, g, h; G-2a, b, c, d, e, f; G-3a, b, c; G-4a, b, c; G-5a	1. Archery
A-1, 2; B-2, 3, 4, 5; C-3, 4, 5, 6, 7, 8, 9, 10, 11; D-1; F-1, 5, 7, 8, 12, 13, 14, 17, 19, 21; G-1a, b, c, f, g, h; G-2a, b, c, d, e, f; G-3a, b, c; G-4a, b, c; G-5a	2. Badminton
A-1, 2; B-2, 3, 4, 5; C-3, 4, 5, 6, 7, 8, 9, 10, 11; D-1; F-1, 5, 7, 8, 12, 13, 14, 17, 19, 21; G-1a, b, c, f, g, h; G-2a, b, c, d, e, f; G-3a, b, c; G-4a, b, c; G-5a	3. Bowling
A-1, 2; B-2, 3, 4, 5; C-3, 4, 5, 6, 7, 8, 9, 10, 11; D-1; F-1, 5, 7, 8, 12, 13, 14, 17, 19, 21; G-1a, b, c, f, g, h; G-2a, b, c, d, e, f; G-3a, b, c; G-4a, b, c; G-5a	4. Fencing

Skills Developed	Unit Title
A-1, 2; B-2, 3, 4, 5; C-3, 4, 5, 6, 7, 8, 9, 10, 11; D-1; F-1, 5, 7, 8, 12, 13, 14, 17, 19, 21; G-1a, b, c, f, g, h; G-2a, b, c, d, e, f; G-3a, b, c; G-4a, b, c; G-5a	5. Golf
A-1, 2; B-2, 3, 4, 5; C-3, 4, 5, 6, 7, 8, 9, 10, 11; D-1; F-1, 5, 7, 8, 12, 13, 14, 17, 19, 21; G-1a, b, c, f, g, h; G-2a, b, c, d, e, f; G-3a, b, c; G-4a, b, c; G-5a	6. Handball
A-1, 2; B-2, 3, 4, 5; C-3, 4, 5, 6, 7, 8, 9, 10, 11; D-1; F-1, 5, 7, 8, 12, 13, 14, 17, 19, 21; G-1a, b, c, f, g, h; G-2a, b, c, d, e, f; G-3a, b, c; G-4a, b, c; G-5a	7. Tennis

C Outdoor Education

Skills Developed	Unit Title
A-1, d; B-1, 2, 3, 4, 5, 7; C-4, 5, 6, 8, 11; D-1; E-2; F-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20; G-1, 2, 3, 4, 5	1. Adventure activities
A-1, 2; B-1, 2, 3, 4, 5, 7; C-4, 6, 9, 11; D-1; E-1, 2; F-2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14, 16, 17, 18, 19; G-1, 2, 3, 4	2. Hiking and backpacking
A-1, 2; B-1, 2, 3, 4; C-4, 9; E-2; F-7, 10, 12, 14, 16, 18, 19, 20; G-1, 2, 3, 4, 5	3. Camping
A-1, 2; B-1, 2, 3, 4, 5, 6, 7; C-1, 2, 4, 5, 11; E-1; F-2, 3, 6, 7, 8, 10, 12, 14, 18, 19, 20; G-1, 2, 3, 4, 5	4. Canoeing
A-1, 2; B-1, 2, 3, 4, 5, 6, 7; C-4, 11; D-1; E-1, 2; F-2, 3, 4, 5, 7, 8, 10, 12, 14, 18, 19, 20; G-1, 2, 3, 4, 5	5. Cycling
A-1, 2; B-3, 4, 5, 6, 7; C-1, 2, 4, 11; E-1, 2; F-1, 6, 7, 8, 10, 12, 14, 18; G-1, 2, 3, 4, 5	6. Spincasting
A-1, 2; B-1, 2, 3, 4, 5; C-4, 5, 11; D-1; E-1, 2; F-1, 2, 4, 7, 8, 11, 12, 13, 14, 20; G-1, 2, 3, 4, 5	7. Orienteering, map and compass reading
A-1, 2; B-3, 5, 7; C-5, 6, 11; E-1, 2; F-1, 2, 3, 7, 8, 9, 12, 13, 18, 19, 20; G-1, 2, 3, 4, 5	8. Shooting education

D Team Sports

Skills Developed	Unit Title
A-1, 2; B-2, 3, 4, 5; C-7, 11; D-1; F-1, 5, 7, 8, 12, 13, 14, 17, 19, 21; G-1a, b, c, f, g, h; G-2a, b, c, d, e, f; G-3a, b, c, d, e, f, g, h, i; G-4a, b, c; G-5a	1. Basketball
A-1, 2; B-2, 3, 4, 5; C-7, 11; D-1; F-1, 5, 7, 8, 12, 13, 14, 17, 19, 21; G-1a, b, c, f, g, h; G-2a, b, c, d, e, f; G-3a, b, c, d, e, f, g, h, i; G-4a, b, c; G-5a	2. Field hockey
A-1, 2; B-2, 3, 4, 5; C-7, 11; D-1; F-1, 5, 7, 8, 12, 13, 14, 17, 19, 21; G-1a, b, c, f, g, h; G-2a, b, c, d, e, f; G-3a, b, c, d, e, f, g, h, i; G-4a, b, c; G-5a	3. Flag football
A-1, 2; B-2, 3, 4, 5; C-7, 11; D-1; F-1, 5, 7, 8, 12, 13, 14, 17, 19, 21; G-1a, b, c, f, g, h; G-2a, b, c, d, e, f; G-3a, b, c, d, e, f, g, h, i; G-4a, b, c; G-5a	4. Soccer
A-1, 2; B-2, 3, 4, 5; C-7, 11; D-1; F-1, 5, 7, 8, 12, 13, 14, 17, 19, 21; G-1a, b, c, f, g, h; G-2a, b, c, d, e, f; G-3a, b, c, d, e, f, g, h, i; G-4a, b, c; G-5a	5. Softball
A-1, 2; B-2, 3, 4, 5; C-7, 11; D-1; F-1, 5, 7, 8, 12, 13, 14, 17, 19, 21; G-1a, b, c, f, g, h; G-2a, b, c, d, e, f; G-3a, b, c, d, e, f, g, h, i; G-4a, b, c; G-5a	6. Speedball
A-1, 3; B-2, 3, 4, 5; C-7, 11; D-1; F-1, 5, 7, 8, 12, 13, 14, 17, 19, 21; G-1a, b, c, f, g, h; G-2a, b, c, d, e, f; G-3a, b, c, d, e, f, g, h, i; G-4a, b, c; G-5a	7. Team handball
A-1, 3; B-2, 3, 4, 5; C-7, 11; D-1; F-1, 5, 7, 8, 12, 13, 14, 17, 19, 21; G-1a, b, c, f, g, h; G-2a, b, c, d, e, f; G-3a, b, c, d, e, f, g, h, i; G-4a, b, c; G-5a	8. Volleyball

E Stunts Tumbling and Gymnastics

Skills Developed	Unit Title
A-1; F-9, 14	1. Stunts and beginning tumbling
A-1; B-1, 2, 3, 4, 6, 7, 8; F-1, 9, 14; C-3a, 4c	2. Beginning balance beam
A-1; F-1, 9, 14; G-3a, 4c	3. Beginning parallel bars
A-1; F-1, 9, 14; C-3a, 4c	4. Beginning uneven parallel bar
A-1; F-1, 9, 14; G-3a, 4c	5. Beginning horizontal bar
A-1, 2; F-1, 9, 14; G-3a, 4c	6. Long horse vaulting and vaulting
A-1; F-1, 9, 14; G-3a, 4c	7. Beginning side horse
A-1, 2; B-2, 8; F-1, 9, 14; G-3a, 4c	8. Beginning floor exercise

F Rhythms and Dance

Skills Developed	Unit Title
B-1, 2, 3, 6, 7, 8, 9; C-5; D-1; E-1; F-1, 6, 8, 9, 18; G-1a, b, c, f, h; G-2a, d; G-3b, i; G-5b	1. Fundamentals of rhythm and dance
B-1, 2, 3, 6, 7, 9; D-1; E-1; F-1, 6, 8, 9, 18; G-1a, b, c, f, h; G-2a, d; G-3b, i; G-5b	2. Folk and ethnic dance
B-1, 2, 7, 9; D-1; E-1; F-1, 6, 8, 9, 18; G-1a, b, c, f, h; G-2a, d; G-3b, i, G-5b	3. Square dance
B-1, 6, 7, 9; D-1; E-1; F-1, 6, 8, 9, 18; G-1a, b, c, f, h; G-2a, d; G-3b, i; G-5b	4. Social dance
B-1, 2, 3, 7, 8, 9; D-1; E-1; F-1, 6, 8, 9, 18; G-1a, b, c, f, h; G-2a, d; G-3b, i; G-5b	5. Contemporary dance (disco)
B-1, 6, 7, 8, 9; D-1; E-1; F-1, 6, 8, 9, 18; G-1a, b, c, f, h; G-2a, d; G-3b, i; G-5b	6. Aerobic dance
A-2; B-3, 5, 7, 9; D-1; E-1, 2; F-1, 6, 8, 9, 18; G-1a, b, c, f, h; G-2a, d; G-3b, i; G-5b	7. Rhythmic activities with small hand equipment • Rope skipping activities • Lummi sticks • Wands • Streamer and ribbon activities • Bamboo poles • Hoops • Balls

G Recreational Games

Skills Developed	Unit Title
A-2; B-3, 5; C-11; G-2d	1. Horseshoes
A-2; B-3; C-11; E-2; G-2d	2. Shuffleboard
A-2; B-3; C-11; G-2d	3. Table tennis
A-2; B-3; C-11; G-2d	4. Deck tennis
A-2; C-11	5. Tetherball
A-2; C-11	6. Four square
B-3; C-11	7. Frisbee
C-11	8. Croquet
B-1, 2, 3, 4; F-1	9. New games

H Track and Field

Skills Developed	Unit Title
B-1, 3, 4; F-1, 2, 8, 9, 12, 14	1. Dashes
B-1, 4; F-1, 2, 8, 9, 12, 14	2. Hurdling
B-3, 4; F-1, 2, 8, 9, 12, 14	3. Relays
B-1, 7; F-1, 2, 8, 9, 12, 14	4. Distance runs
B-3, 4, 5; F-1, 2, 8, 9, 12, 14	5. Shot put
B-3, 4, 5; F-1, 2, 8, 9, 12, 14	6. Discus
B-3, 4; F-1, 2, 8, 9, 12, 14	7. High jump
B-1, 3, 4; F-1, 2, 8, 9, 12, 14	8. Long jump
B-1, 3, 4; F-1, 2, 8, 9, 12, 14	9. Triple jump
F-1, 2, 6, 9, 12, 14	10. Multiple events
F-1, 2, 8, 9, 12, 14	11. Cross country

I Combatives

Skills Developed	Unit Title
C-4; F-1, 8, 12, 14; G-1a, c, d, e, h, i, 3i, 5a F-1, 12, 14; G-1a, e, g, h, i; E-1, 2 A-1, 2; B-1, 3, 4, 5; E-1, 2; F-1, 10, 14 F-10, 12; G-1d, f; G-5a	1. Self defense A. Mental preparation B. Components of self-defense C. Basic self-defense principles and techniques D. Resources
F-12, 14; D-1 F-1, 2, 12 B-1, 3, 4, 5; E-1, 2 B-1, 3, 4, 5; E-1, 2; F-1, 2, 12, 13 F-12 F-1, 2, 8, 12, 14	2. Wrestling A. Objectives of the sport B. Procedures related to time periods C. Standing wrestling D. Mat wrestling E. Scoring F. Rules and safety

Appendix H

Sample Individualized Education Program (I.E.P.) Form

4-15-81
Date

Type of staffing:
Initial ____
Review ____

Student David Jones **Birth date** 7/7/68 **School** Smith Middle School

Parents or guardians Mr. and Mrs. Ronald Jones **Phone** 694-2713

Committee members present

1. Jim Jackson, principal
2. Arlene Olsen, special education coordinator
3. Kathy Burns, LD teacher
4. Don Kee, classroom teacher
5. Vanessa Brown, physical education
6. Mrs. Jones, parent

I. **Present level of performance:** *(Include, where appropriate, intellectual and achievement, teacher observation, physical/medical, behavior, communication, adaptive behavior, vocational/career, and perceptual-motor.*

David is 12 years 9 months old and is in a self-contained LD class.

* On the Bruininks-Oseretsky Test of Motor Proficiency (BOTMP), David has a standard score of 47. The weaknesses David demonstrated were in the areas of upper-limb coordination (catching and throwing a ball) and balance. Observation during the testing situation and during class participation showed that David attends well to the task. The weakness already identified on the BOTMP was supported by lack of coordination in striking and catching skills performance in class.

II. **Annual goal(s):** *See attached page(s) for short term objectives.*

* A. David will improve his eye-hand coordination.

B. David will improve his static and dynamic balance.

III. **Recommended special education and/or related services:**

Service/Program	Implementation Date (projected)	Hours/Week	Anticipated Duration
Self-contained LD Class	9/8/81	15/week	1 year

IV. Regular and adapted physical education

Service/Program	Implementation Date (projected)	Hours/Week	Anticipated Duration
*Adapted Physical Education	9/8/81	5/week	1 year

David's motor performance level is two standard deviations below the mean thus supporting the need for a specially designed physical education program.

V. Special considerations while in regular class

*These areas are limited only to physical education for the purposes of this guide.

Appendix I

Sample Individualized Education Program (IEP) Form
Total Service Plan
Short Term Objectives

Student David **Person to provide services** Adaptive Physical Specialist

Annual Goal Number	Short Term Instructional Objectives	Criteria for Mastery	Date Reviewed	Method of Evaluation	Mastery Yes	Mastery No
A.	1. David will throw a softball overhand from a distance of ten feet and hit a 3"x3" target eight out of 10 times for two consecutive days.	Eight out of 10 times, two consecutive days 3"x3" target, over-hand throw, 10 feet		observation		
	2. David will catch a 8 1/2' playground ball with both hands when tossed underhand by a peer standing 10 feet away, eight out of 10 times for two consecutive days.	Eight out of 10 times, two consecutive days, 8 1/2' playground ball, both hands, 10 feet		observation		
	3. David will hit a plastic softball from a batting tee using a plastic bat eight out of 10 times for two consecutive days.	Eight out of 10 times, two consecutive days, plastic softball from batting tee		observation		
B.	1. David will walk forward the full length of the balance beam without assistance four out of five times for two consecutive days.	Four out of five times, two consecutive days, no assistance, forward full length		observation		
	2. David will kick the soccerball four out of five times 20 feet into the soccer goal for two consecutive days.	Four out of five times, 20 feet into net, two consecutive days, soccerball		observation		
	3. David will hop on preferred foot for a distance of 15 feet three out of three times for two consecutive days.	15 feet on preferred foot, three out of three times, two consecutive days.		observation		

This IEP has been adapted from Physical Education and the Individual Education Program, Project DART

Documentation of Attempts to involve parent/guardian

Date	Comment
4-2-81	Letter sent, parents plan to attend

This is to certify that I was invited to participate in the writing of the I.E.P. and that I understand its contents. As the parent/legal guardian of the above named child, I have had explained to me the due process rights and procedures and have been provided a copy of these rights. I understand that a copy of the I.E.P. will be given to me upon my request.

Parent/Legal Guardian **Date**

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H. Harrison Clarke, Ed. D., "The Totality of Man," *Physical Fitness Research Digest* (Washington D.C.: President's Council on Physical Fitness and Sports, Series 1, No. 2, October, 1971).

Developmental Disabilities Laboratory Workshop Materials, Duke University. Adapted from working paper.

Exceptional Children, Council for Exceptional Children, 1920 Association Drive, Reston, Va. 22091.

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